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ABSTRACT

Intended for junior high school learning disability resource teachers and other staff personnel, the handbook provides information on selecting and scheduling students into resource programs, establishing a resource room, developing and implementing curriculum for learning disability (LD) students, reporting the progress of students, and listing supportive services that are available. Section I provides an overview of the LD resource program with sections on the purpose of the program, definition of LD and other terminology, purpose and content of the handbook, and program goals and objectives. A second section addresses identification, referral, evaluation, placement, and reevaluation and consultative services. Section II outlines guidelines for organizing a resource room, and provides suggestions for correlating the resource room with regular classroom instruction. A fourth section includes information on content, teaching techniques, and materials for curriculum in reading, language arts (English, spelling, handwriting), and mathematics. Subsequent sections offer information on the student progress report, staff certification, and supportive services (resources in the school system and the community, and reading lists for parents and teachers). Appended are a list of junior and senior high corrective reading materials; a list of publishers; a survival word list; a handwriting grading slip; the text of Louisiana's Act 754; sample forms; and Louisiana minimum/maximum goals for reading. (SBH)

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LEARNING DISABILITY RESOURCE PROGRAM

FOR THE

MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL

ED177805

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

This handbook was written to provide information and assistance for junior high school learning disability resource teachers and other staff personnel in Orleans Parish School System.

The areas covered in the handbook will provide practical help in selecting and scheduling students into the resource programs, establishing a resource room, developing and implementing curriculum for learning disability students, reporting the progress of the students, and listing supportive services that are available.

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I. OVERVIEW

A. Purpose of Program

The purpose of the program for the learning disabled student is to provide an instructional program in an educational setting that will best meet the needs of individual students with learning disabilities. The program is designed to assist students to function educationally and emotionally in such a way that, whenever possible, they may be prepared to continue in the regular school program.

B. Definition of Learning Disability

"Learning disabled" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or or environmental, cultural, or economic disadvantage.

C. Terminology (also see Appendices, Act 754 - Part 900)

The following are terms often used when describing a learning disabled student or a learning disability resource program.

Acalulia - inability to work with and comprehend numbers and number concepts. Student with acalulia or dyscalculia is not able to understand arithmetic.

Acuity - Keeness or clarity; in regard to the eyes, or the ears, the

physical ability to see or to hear well. Student with poor visual acuity would benefit from wearing glasses.

Agnosia - inability to recognize or name familiar objects. Student with agnosia is not able to tell what a "doll", "truck", "bed" and other familiar objects are. He is not able to tell what he has seen.

Agraphia - inability to remember or copy words, letters and shapes. Student with agraphia or dysgraphia has great difficulty learning to write, copying words from a blackboard or copying figures out of a book.

Agility - degree of ease with which student can move his or her body parts. Student who is not agile tends to be clumsy.

Alexia - severe reading disability or total lack of ability to read caused by perceptual disabilities, lack of innate ability or lack of instruction. Student with alexia or dyslexia is not able to read or is in the lowest reading group, though in some cases, he appears quite bright.

Amusia - inability to distinguish or reproduce musical sounds. Student with this problem sings off-key.

Anoxia - deficiency of or lack of oxygen supply to the body parts.

Aphasia - language disorder. Inability either to speak, to write, or to comprehend language. Student with aphasia or dysphasia is not able to talk or to understand what others say.

Articulation - the act or manner of producing or pronouncing sounds clearly, affectively and distinctly.

Audiometer - a machine used to test hearing.

Auditory discrimination - the ability to perceive the difference in

sounds. Student with an auditory discrimination deficit is probably unable to follow directions, unable to hear differences between words such as "pat" and "cat" and unable to repeat sounds, words, or poems.

Auditory perception - the ability to understand sounds or words. Student with a problem in this area is not able to understand what is being said to him.

Auditory sequencing - the ability to recall in correct order that which is heard. Student with a problem in this area is not able to repeat nursery rhymes, directions or numbers.

Body image - awareness of one's body parts. Student with a problem in this area draws pictures of himself leaving off arms, legs, nose, mouth or some other part of the body. He does not know which hand is right or left, and is probably very clumsy.

Brain damage - injury to the brain. If the injury is severe, the student may not be able to speak, may be palsied or may be totally unable to function. Minimal or very slight brain damage may result in school-oriented problems.

Central Nervous System - C.N.S. - the brain and spinal system. Damage to the C.N.S. could result in paralysis, dyslexia, dysphasia, palsy, dysrhythmia and numerous other problems.

Chorieform movements - short, jerky, or spasmodic movements.

Closure - completion of an act. Student with a closure problem does not end sentences or complete work.

Cognitive style - student's approach to problem solving. Children with learning disabilities usually do not have a very organized or structured approach.

Compulsiveness - An habitual approach to doing tasks. A compulsive student will have difficulty keeping his room clean, participating in organized activities or using his time and energies wisely.

Cross patterns - the ability to move opposite arms and legs at the same time. Student who has difficulty with cross patterning will not be able to walk up and down stairs using alternating feet or to skip.

Cueing - use of signs to express one's self or to obtain responses from others.

Delayed recall - a memory distrubance. A student with auditory memory problems may be unable to recall letter sounds or to put sounds together to make words. Those with visual memory impairment may be unable to revisualize letters and words.

Discrimination - the ability to see or hear differences. See auditory discrimination and visual discrimination.

Disorganization - inability to organize. Student with this problem has difficulty keeping his room clean, participating in organized activities or using his time wisely.

Distractibility - inability to focus attention on a task for any length of time. Student with this problem is easily attracted to outside influences such as noises, bright colors, patterns or movements. Such a child would benefit from having a quiet area in which he or she can concentrate. Inner distractions are those in the student's thoughts, such as daydreams.

Dysgraphia - see agraphia

Dyslogia - the inability to reason. Student with this problem has difficulty figuring out solutions with which he is unfamiliar.

Dysnomia - the inability to recall words with which one is familiar. Student with this problem is not able to call names or name objects at will.

Emotional blocking - the inability to respond because of a strong emotion such as fright. Student with this difficulty may be afraid to speak to adults or to perform in front of classmates.

Emotional liability - shifts, usually sporadic, in emotion. Student like this has frequent "ups" and "downs." He may burst out crying for no apparent reason - or start laughing for no reason.

Expression - any sign directed at obtaining a response. Smiles, frowns, tears, temper tantrums, love and hate are all aspects of expression.

Etiology - a cause or orgin. There are many different theories about the etiology of learning disabilities. Some authorities believe it is hereditary, caused by brain damage, or by a breakdown in the central nervous system. Once student has a learning disability, the etiology is unimportant. What is important is that the student, the parent and the teacher work together to help remediate the problem.

Figure-ground - attending to one part of a picture while the rest remains in the background. Student lacking this ability is not able to find his or her place in a book or to pick out problems on an arithmetic page.

Fine motor - small muscular movements. Student with fine motor problems is not able to use his hands to cut, paste, color or write effectively.

Graphic - refers to writing or drawing. Student with graphic problems specifically has difficulty writing.

Gross motor - large muscular movements. Student with gross motor problems appears clumsy or awkward.

Handicap - an inability to function. A physically handicapped person, for example, may not be able to walk.

Hyperactive - an oversupply of energy creates a hyperactive student who may have difficulty sitting still long enough to complete tasks. Such a child may have a tendency to run instead of walk.

Hyperkinetic - see hyperactive.

Hypoactive - lethargy; lack of movement. A hypoactive student has little energy, appears sluggish and may sleep a lot.

Hypokinetic - hypoactive.

Intelligence test - a test given to determine a student's potential ability as well as the areas where he or she may have difficulty functioning, such as the Stanford-Binet, the Wechsler Pre-School and Primary Scale of Intelligence (WPPSI) and the Wechsler Intelligence Scale for Children (WISC).

Kinesthetic - refers to motor movements. Teaching student to recognize letters kinesthetically refers to the movement involved in tracing a letter.

Language disability - a disturbance in receptive, expressive or inner language. A student with a language disability may be unable to comprehend the spoken or written verbal or nonverbal symbols.

Laterality - the primary use of one side of one's body. Bilateral students may use both sides equally well, whereas most students make primary use of the right side or left side of their bodies.

Lesion - a wound or injury. A lesion to the brain may cause brain damage.

Mainstreaming - the educational procedure of taking the student from a self-contained special class and providing educational experiences in the regular classroom

Minimal brain damage - see brain damage.

Mixed dominance - equal use of both right and left sides of the brain. A student with mixed dominance might be able to write equally well with both hands.

Multi-sensory - the use of several senses in a learning situation. Generally, the students with learning disabilities benefit from the use of a combination of auditory, visual, motor and tactile sensations.

Negative behavior - behavior that is not desired.

Neurology - study of the function of the central nervous system.

Pairing - a one-to-one reward for a desired behavior. For example, let the student know that he receives an allowance because he keeps his room clean.

Perception - making sense or order of the environment through one's senses. (See auditory perception and visual perception.)

Perseveration - the inability to stop a specific behavior after it is no longer appropriate. Student with this problem may not be able to stop talking after his turn to talk has passed.

Resource room - an education setting containing materials, equipment and a qualified teacher to teach students with special needs on a scheduled basis.

Resourcing - the educational procedure of taking the student from the regular classroom setting to provide remedial services to students who have been identified as having a learning disability.

Tactile - refers to sensations of touch. Teaching a student to recognise letters by tracing them on a rough surface utilizes tactile sensations.

Visual association - the ability to relate visual symbols in a meaningful way. Student with problems in this area may not be able to determine that two shapes of different colors are the same.

Visual closure - see closure.

Visual discrimination - the ability to note differences in shapes, letters, words, etc. Student with a problem in this area may not be able to tell that "hat" and "hot" are different words.

Visual memory - the ability to remember and reproduce a sequence of visual stimuli. Student with a problem in this area may benefit from wearing glasses, but would still not be able to recognize shapes, sequences and sizes.

B. Purpose and Content of Handbook

This handbook was written to provide information and assistance for junior high school learning disabilities teachers and other staff personnel in Orleans Parish School system. The areas covered in the handbook are as follows:

1. Overview
2. Goals and Objectives
3. Selecting and Scheduling Students for Enrollment into Resource Room
4. Establishing a Resource Room
5. Curriculum for Learning Disabilities Students
6. Reporting Progress of Students
7. Staff
8. Supportive Services

II. GOALS AND OBJECTIVES

A. Overall Goal of Junior High School Learning Disabilities Program

The overall goal of the junior high school learning disabilities program in Orleans Parish is to remediate the deficits of the students to the extent that they might function successfully in the regular classroom.

B. Specific Goals

The specific goals of the junior high learning disabilities program are directly related to the goals identified and pricritized by the Orleans Parish School Board as basic overall needs for our school system. They are as following:

1. The improvement of the junior high learning disabled student's proficiency in basic reading and mathematics skills.
2. The improvement of the junior high learning disabled student's discipline, conduct, study habits, and sense of personal responsibilities.
3. Improvement of the quality of the junior high learning disability teacher

III. SELECTING AND PLACEMENT OF STUDENTS IN THE PROGRAM

A. Introduction

With the passage of Public Law 94-142, (see Appendices) the need of increased quantity and quality of pupil appraisal services became of immediate and pressing concern. Preliminary to appropriace special education service delivery is a comprehensive evaluation, diagnosis, and design of prescriptive measures for each student needing such services.

To provide as comprehensive an appraisal service as possible, a team approach to the assessment and diagnostic process has been adopted. A competent authority team composed of (1) a psychologist (2) a social worker (3) an educational consultant, and (4) a speech and hearing consultant is responsible for the assessment and diagnostic evaluation of students.

B. Identification

The majority of the students in the junior high school learning disabilities program are identified in the elementary schools, and evaluation records are available on such students. If the regular junior high school teacher feels that a student has a learning disability, but is not in the program, the regular teacher should complete the state approved referral forms and submit them to the proper school authority. The Psychological Services Department of Orleans Parish School System can provide information on referral forms and procedures.

C. Referral

Referrals for psychological testing may be initiated by principals, counselors, social workers, teachers, and/or parents. All referrals must be channeled through the school the student is attending. PL 94-142

provides the following information regarding eligibility for services:

1. Teachers are encouraged to initiate referrals for students who appear to be in need of Special Educational Services.
2. Parental request for referral services are mandatory.
3. Students of all public, parochial, and private schools are eligible for appraisal services.
4. Parent/guardian may request that teachers or principals initiate evaluation procedures for school-aged students.
5. All referrals for appraisal services are to be processed through a competent authority team or center responsible to the State Board of Education and must be channeled through the appropriate person in the local public school system.
6. Recommendations for public school placement must be channeled through the appropriate person in the school board office. If recommendation is for private school placement, a report must be filed for record keeping purposes with the school board within the parish in which the student resides.
7. Placement of students in special classes must be based on the recommendations of a competent authority team.
8. Public funds are provided for the purpose of determining exceptionality in accordance with Public Law 94-142, and are not available for such uses as routine school entrance requirements and other reasons not associated with the exceptionalities covered in the above law.

D. Evaluation

In Orleans Parish School System, a referral may go to any one of

three sources; Title I teams, University of New Orleans teams, or school board teams for testing.

The Guidelines for Pupil Appraisal Services, State of Louisiana, under Act 754, Parts 430 and 435 (see Appendeces) provides the following information regarding evaluation of learning disabled students.

1. Psychological Evaluation

The purpose of the psychological evaluation is to determine: if there are deficits in one or more of the major areas of assessment, including intelligence, perceptual-motor, personality and adaptive behavior, sufficient enough to impede the student's learning process; and the strengths or channels of learning where the student can function most efficiently.

The minimum psychological evaluation includes individual assessment in at least four major areas: intelligence, perceptual-motor, personality, and adaptive behavior. This minimal evaluation may vary depending on the disabilities and strengths exhibited by the student.

A minimal psychological evaluation begins with an accurate assessment of the individual's intellectual ability as measured by one of the major, standardized, individually administered and interpreted intelligence tests appropriate to that individual and of the type designated and standardized for such purposes. For intellectual assessment a battery of tests are selected from the following or similar test instruments:

Wechsler Intelligence Scale for Children
Stanford-Binet Intelligence Scale
Cultural Fair Intelligence Test
McCarthy Scale of Children's Abilities

The perceptual-motor areas are formally assessed and evaluated. Assessment in this area is necessary to determine if there are deficits sufficient to impede the student's learning processes. When deficits are noted, it is necessary to find the strengths or channels of learning through which the student can function most efficiently in order to help the teacher determine the appropriate means by which learning can progress while the noted deficits are remediated and/or corrected.

For the perceptual-motor assessment, one or more of the following or similar instruments are used:

Visual Motor Gestalt Test, Bender
Developmental Test of Visual Perception, Frostig
Intelligence of Children
Visual Retention Test, Benton
Early Detention Inventory
Memory for Design, Graham-Kemball

The purpose of the personality assessment is to determine by interview, projective techniques, or data secured by other appropriate means the following: self-concept; reality contact; perception and adjustment to major elements of his environment as the home, school, etc.; typical reaction patterns; and defense mechanisms and evidence of psychopathological traits present or developing.

The following instruments are used for personality assessment:

California Test of Personality
Bellak Children's Apperception Test-H
Thematic Apperception Test
Children's Drawing Including Human Figure Drawing, House-Tree-Person
Make A Picture Story
Draw-A-Person
Rorschach Techniques

In the interdisciplinary approach, the results and interpretation

of the psychological assessment, along with the composite evaluation findings of other team members, are used in making recommendations for the student.

2. Speech and Hearing Services

a. Speech

Minimum screening of speech entails appraisal of spontaneous conversational speech with acceptable:

Speech-mechanism functioning
Articulation, or speech sound production
Pitch, quality, and loudness of voice
Fluency of speech - its rhythm, rate and flow
Language, the semantic aspects and syntactic composition
"Communicative set" - the quality of verbal interaction in terms of affect and rapport

Various procedures are employed in the evaluation of speech, voice, and language. Imitation of verbalizations, oral reading, picturing-naming, and structured free speech are techniques used to obtain speech and language samples.

A variety of diagnostic tools - formal and informal - are utilized in the evaluation of speech, voice, and language. Representative tests which are useful for analysis of articulation disorders are:

Templin Darley Tests of Articulation
The Arizona Articulation Proficiency Scale
McDonald's Deep Test of Articulation
Picture Articulation Language Screening Test
Goldman-Fristoe Articulation Test

Representative test instruments which are used to determine level of language development and pattern of language pathology are:

Mecham Verbal Language Development Scale
Ammons-Full Range Picture Vocabulary Test
Assessment of Children's Language Comprehension

Houston Test for Language Development
Illinois Test of Psycholinguistic Abilities (Revised Edition)
Northwestern Syntax Screening Test
Developmental Sentence Scoring
Minnesota Test for Differential Diagnosis of Aphasia
Language Modalities Test for Aphasia
Porch Index of Communicative Abilities
The Token Test
The Parsons Language Sample
Oliphant Synthesizing Test
Reynell Language Scale
Eisenson's Examining for Aphasia
Wepman Test of Auditory Discrinination
Goldman-Fristoe-Woodcock Test of Auditory Discrimination

Various informal measures may be used to assess concepts of left and right, ability to sequence pictures in order to make and narrate a story, and/or modifications of Myklebust's Picture-Story Language Tests may be used to evaluate written language, verbal opposites and verbal absurdities.

Interpretation of the speech and hearing evaluation to the parents, to the school, or to other agencies or professionals - as well as recommendations and consultation regarding further evaluation or therapeutic management - are performed within the context of team findings, and in cooperation with appropriate team members.

3. Education Evaluation

A minimal educational evaluation includes the use of a battery of recognized, standard, diagnostic, and measurement instruments which are appropriate for a particular student, and facilitates assessment of the following areas:

a. Educational achievement including reading, spelling, writing, and arithmetic
b. Auditory language
c. Visual-motor perception

If by reason of individual handicaps a student's minimal evaluation cannot be accomplished through the use of a battery of formal tests, informal testing procedures should be employed to establish an educational functioning level. When indicated, the educational consultant may also administer additional tests to identify and/or assess particular learning difficulties.

Realizing the complexity of educational assessment, the prescriptive education approach, and the wealth of commercial test instruments available, it would be impractical to attempt to list all tests used. The following is a suggested repertoire of test instruments from which an appropriate battery of tests is selected:

Detroit Test of Learning Aptitude
Diagnostic Reading Scale - Spache
Doren Diagnostic Reading Test
Durrell Analysis of Reading Difficulty
Durrell Listening - Reading Series
Gates-MacGinitie Reading Tests
Gilmore Oral Reading Test
Gray Oral Reading Tests
Key Math Diagnostic Arithmetic Test
Metropolitan Reading Tests
Nelson-Denny Reading Test for High Schools and College
Peabody Individual Achievement Test
Wide Range Achievement Test

4. Staffing and/or Other Evaluative Diagnostic Services

The staffing process is an integral part of the appraisal system. All team members, including all individual competent authorities whose work is to be used as a basis for diagnosis, come together at one time and place to discuss all pertinent data, mutually arrive at a diagnosis and make appropriate recommendations.

From this staffing additional referrals for other diagnostic services such as additional testing (medical, vision, hearing, etc.) may be made.

E. Placement

A copy of the final report made by the competent authority team is sent to the District Special Education Coordinator, the school social worker and the person making the referral.

Placement of a student in a learning disability program is then done by the District Special Education Coordinator and the principal of the school.

F. Re-evaluation and Consultative Services

1. Re-evaluation

Public Law 94-142 requires that each student in a special class be re-evaluated every three years for continued placement. No student may be evaluated more than one a year.

2. Consultative Service

A learning disability resource teacher should make a request for consultative services if a student does not belong in the program. A form may be obtained from the counselor or principal's office for this procedure.

IV. ESTABLISHING A RESOURCE ROOM

A. Organizing the Resource Room

1. Classroom Facilities

As with any classroom, the resource room involves procedure, structure and organization appropriate to the building in which it is located. All resource rooms have commonality and yet none can operate without a degree of individuality.

The resource room should be at least the size of a small classroom in order for the teacher to be able to implement instruction for both small groups and individual instruction. The room should have all the environmental comfort of a regular classroom - adequate lighting, ventilation - and should be considered equal to all other rooms in the building.

2. Equipment, Materials and Supplies

The cost of supplying a resource room with materials and equipment will vary according to the materials already available. Funds are provided by Orleans Parish School Board for equipment and materials for each new class.

a. Equipment

It is desirable for each resource room to have the following basic equipment:

1) Cassette tape recorder and cassettes
2) Listening station and earphones
3) Typewriter
4) Study carrels
5) Record player
6) Screen

7) File cabinets

Filmstrip, opaque, and movie projectors are available in each school on a daily check-out basis.

b. Instructional Materials

It is a difficult task to try to anticipate the remedial needs of students within the resource room a year ahead of time. For this reason there is an emphasis on creating individualized materials. The resource room needs to be supplied with the full range of regular curriculum materials along with skill-oriented materials. Individualizing materials is the key.

By teaching remedially with the books of the regular classroom, the student should be able to generalize the learning and maintain dignity in the regular classroom. Skill-oriented materials must also be provided to teach necessary skills.

Specific materials for curriculum content will be discussed in Section V of this handbook.

c. Teaching Supplies

Each resource teacher needs the following basic supplies: paper, pencil, markers, rulers, stapler, tape, sentence strips, charts, paper clips, glue, etc.

3. Setting Up Learning Centers

A resource room arranged in learning centers works best for the variety and number of activities daily taught. This type of arrangement is flexible enough for small group, individual, independent, and teacher-directed activities.

In setting up learning centers the resource teacher must consider the following:

a. Content

What content will be used as a basis for each center: What skill(s) in language, math, reading, etc. will be stressed?

b. Organization

What organization of furniture, space, and materials will best facilitate pupil use of two or more learning centers?

c. Introduction

How will students be introduced to the center?

d. Record keeping and Evaluation

What kinds of records must be kept so that student's performance can be monitored? How will these records be kept?

e. Aides and Volunteers

How can the skills of other adults be best utilized?

4. Content

Each learning center should have a clear objective(s) and should be set up so that students will be motivated to use it. It should be attractive, stimulating, and uncluttered. Label each learning center so that the student can readily determine what is being emphasized. In addition, the learning center should have two to five simple, clear directions on a large card, chart, or bulletin board for using it.

Learning centers can be used to teach something new, to

reinforce something already taught, or to allow the student to create something. The criteria for establishing the center will vary.

a. Learning centers where students practice something already taught:

1) should be based on the needs of the students who will be using them.

2) should provide for practice of a particular behavior.

3) should provide for practice of skills that have been taught.

4) should include materials that can be self-checked or that can quickly be checked by student, teacher, or aide.

5) should, wherever possible, build on previous learning.

6) should involve the student actively.

7) should be enjoyable and of interest to the student.

b. Learning centers where students learn something new:

1) should give the objective, or what is to be learned. (For example, "You will learn other words that mean 'little,' 'big,' 'happy,' and 'sad.'")

2) should make clear (through the teacher, perhaps) the purpose for learning whatever is featured. ("This is good to know because . . ." or "You are learning this so that when you are talking with or writing to someone, or reading, you will know the meaning of words that mean the same thing. Then you can make your conversation and writing more interesting.")

3) should emphasize only one new learning. (After having already learned to use a dictionary and the meanings of little, big, happy, and sad, the student is asked only to learn the meanings of four new words.)

4) should give several opportunities to practice the new learning. (Students might be asked to write three or four sentences using two of the new words.)

c. Learning centers where students create:

1) should provide the opportunity for creativity. (For example, making a collage at an art center gives the student a chance to use his own ideas.)

2) should provide the opportunity for problem solving and critical thinking. (In making a collage the student decides where to place certain materials, how large a space to cover, and what colors look well together.)

3) should provide an opportunity to use and extend skills and abilities. (In making a collage, the student extends visual and coordination skills and abilities.)

5. Organization

In arranging classroom furniture and space, remember that groups of tables or desks for work areas are needed. Fairly large spaces around the work areas for easy movement of children, and floor or rug areas for games or library reading are also needed.

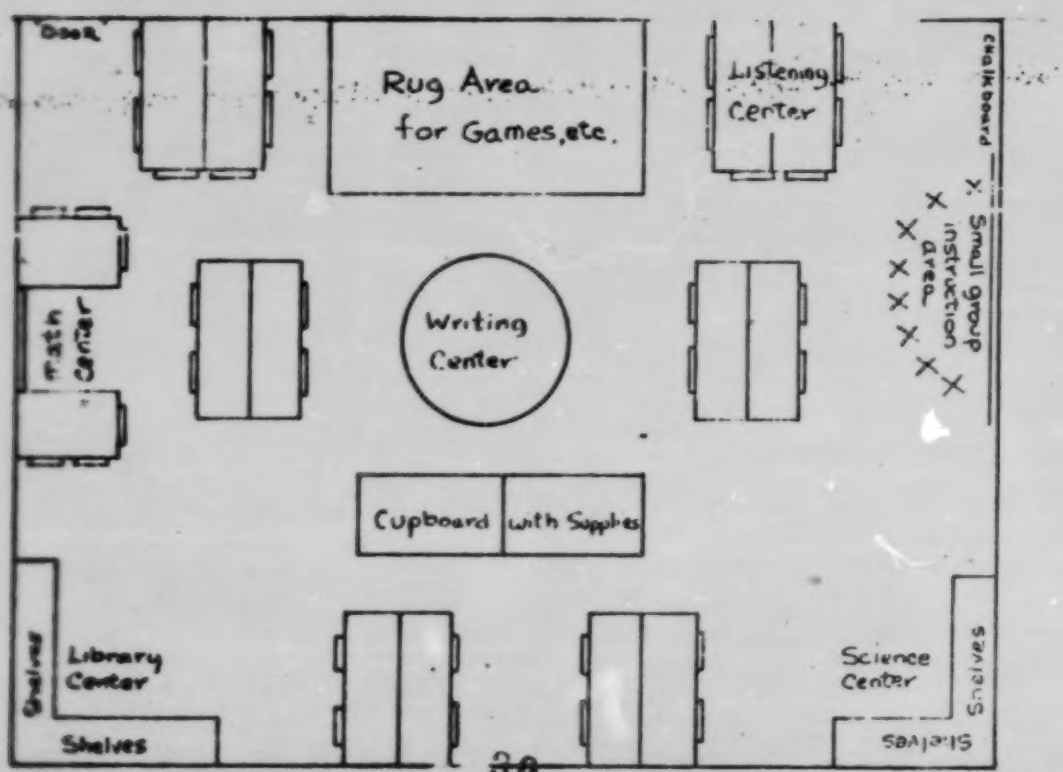
General materials and supplies should be placed close to the center of the room so that students can get whatever they need easily and quickly. The place where each item is kept should be labeled. This makes it easy for students to put materials away,

and also keeps materials sorted and neat.

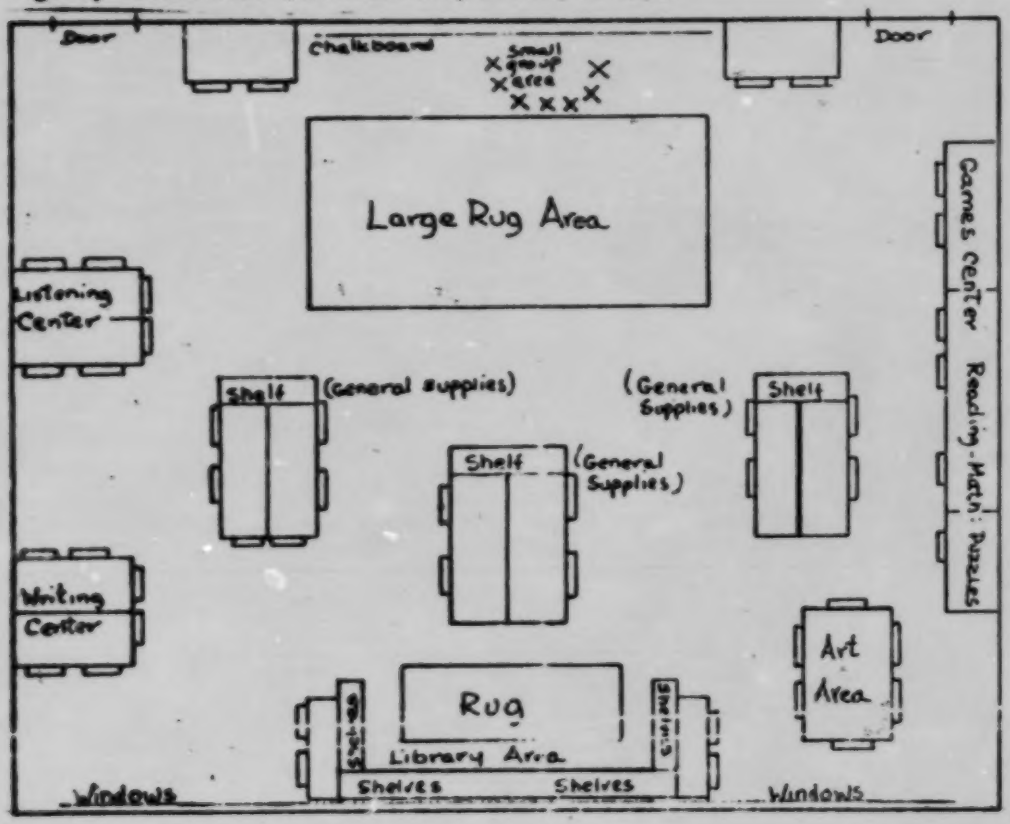
Materials and supplies that are needed specifically for each learning center should be kept at the learning center in containers.

Here are two examples (suggested by Dorothy Llody, Learning Centers: Criteria, Organization and Management) of classroom arrangements for any grade level that can help facilitate learning centers. In the first arrangement, each student has an assigned desk, with extra tables, desks, or shelves being arranged for the learning centers. Large and small groups meet with the teacher in the rug area for games and discussions, and there is an area for small group instruction in another part of the room near a chalkboard.

In this arrangement, if extra tables and desks are lacking, the student can bring certain center activities, (games, puzzles, story writing, etc.) to his own desk. Thus, one or two learning centers will be set up, with other materials or activities kept on shelves.



In the second room plan, students do not have assigned desks - they move from learning center to learning center. There are some desks for groups of students to work on assigned follow-up activities. There also is an area for small group instruction and one for total group activities (discussions, music, etc.).



6. Introducing Learning Centers to Students

After setting up a learning center, introduce it to only those students who will be using it. Explain each piece of equipment or materials. Give directions for working at the center, with a student or the teacher role-playing the directions.

There are several ways to begin using learning centers. The teacher may start by setting up three or four learning centers

that students already know how to handle, or could learn to handle with little, if any, teaching. Such learning centers might be a library center, a listening center, and a crossword puzzle center. Then gradually add one new center at a time until there are five to ten centers in operation.

Or, the teacher may want to start even more gradually, perhaps with just one learning center. After three or four days, or even a week, introduce another center.

7. Record Keeping and Evaluation

a. Evaluating the Use of Learning Centers

In order to maintain the standards set, learning centers should be evaluated every day at first. Later, plan weekly evaluations. Some things to evaluate in terms of students include:

1) obtaining materials for the center.
2) using materials at the center.
3) returning materials to their proper places.
4) moving to and from center productively.
5) interacting with othersat the center and while going to and from the center.
6) noise level at the center.
7) neatness of finished project.
8) creativity exhibited.

If students need special help in any area, work on only one area at a time until it has improved. Then tackle the next area. Students should be given daily feedback with respect to how they are progressing in each area.

b. Keeping Records

Students should do as much of their own record keeping as possible. The records should be simple, requiring little time to complete. From the records the teacher should be able to determine:

1) what centers the student is selecting.
2) whether the selection is appropriate in terms of the student's skill level and his need for practice and learning in this area.
3) whether the student's performance in a given area is improving.
4) whether the student is utilizing more than one or two learning centers duirng a two-week period.

One device for record keeping could be a sign-up sheet at the center. Or, try an individual weekly or monthly calendar that the student fills in each day.

If several types of activities at a center teach or help a student practice a particular thing, the record keeping sheet or contract may be more detailed. Several sheets might be stapled together in a folder for each student.

c. Using Aides and Volunteers

Classroom aides, volunteers, and/or parents can be of great help when using the classroom learning centers. They can:

1) make games and other center materials.
2) play learning center games with small groups of students.
3) work with individual students on things they are learning in a center.

4) assist a student in spelling words he needs when writing stories and poems.

5) tell students words they find difficult when reading alone.

6) listen to students read orally.

7) help set up learning centers.

8) write or type stories that students dictate.

9) help replenish supplies.

10) observe and record what students do at learning centers.

B. Organizing the Resource Day

The most tedious and difficult responsibility of the resource teacher is arranging for students to receive help individually or in small groups on a regular basis while keeping in mind demands of the other activities within the school that must be met.

The resource teacher's day is organized primarily into four types of activities: Planning, instructing, counsulting, and assessing. The exact amount of time devoted to each activity is determined by such factors as the designated role of the resource teacher in the school; the number of students needing help; the type and severity of the student's difficulties; the availability of teacher aides; the regular teacher's capacity to accommodate problem students; the resource teacher's instructional, assessment, and organizational skills; and the program's stage of development (i.e., more planning time is required at the beginning of the program.)

1. Planning Activities

Regardless of whether one or ten students are attending the resource room at one time, they are planned for on a one-to-one basis, though they may be taught on a one-to-one, one-to-five,

or one-to-ten basis. As the resource room teacher must plan for and supervise many instructional operations throughout the day for many different students, it is imperative that ample planning time be scheduled.

It is suggested that no students be assigned to the resource room for at least two weeks after the start of the school year. This delay gives the resource teacher the opportunity to (1) re-evaluate the students who attended the room the previous year and are likely to continue, (2) evaluate new referrals, (3) plan programs and order appropriate materials for new applicants, (4) experiment with developing the best possible schedule, and (5) meet with parents.

2. Instructional Activities

Teaching activities are designed and implemented by the resource teacher in either individual or small group sessions. At any one time the teacher may be working with a student individually; several students may be working independently; and additional students may be engaged in group activities.

3. Consulting Activities

Most students who require attention in the resource room will also need supplemental work in the regular class. In this case, the resource teacher and the regular teacher must cooperatively develop an integrated program.

After evaluating a student and planning a special program for him, the resource teacher must then describe in detail for the regular teacher the type of activities to be initiated, provide for any required materials, and help the teacher implement the program.

The resource teacher may often find the classroom teacher requesting aid concerning one or more additional students who have not been referred. The classroom teacher recognized that the problems of these students may be too insignificant to justify a referral, but he still appreciates any suggestions the resource teacher can offer. This is a sign that the program is viewed as beneficial, and the resource teacher regarded as important to the entire school program. Therefore, the resource teacher should be allocated a part of each day for consulting activities.

4. Assessing

Assessment activities involve all aspects of the resource program. Assessment should be a joint effort between the resource teacher and the regular classroom teacher. Planning for students is based on assessment of their deficits and estimation of their needs. Successful instruction pre supposes that the teachers have evaluated the student's progress in order to change either the objectives or the program.

Record keeping is an important strategy in the assessment process. Samples of the student's work should be available. The work folder may be used to evaluate the match of student's need to the remedial techniques being employed.

C. Correlating Resource Room Instruction with Regular Classroom Instruction

The resource teacher should correlate the instruction of the resource room with that of the regular classroom instruction. The resource teacher will work with both the students and the classroom teachers. Here the skills associated with consulting, assessment, and teaching are merged, and the resource room teacher functions as an assistant to teachers as well as a teacher of students.

If the resource teacher is talented in assessment, creative in the use of materials, and successful in instruction, the regular teachers will seek him out and request his help with other pupils. His credentials to function as a teacher-consultant will thus be established. At no time, however, should he spend so much time consulting that the resource room instructional effort suffers.

D. The Relationship of the Resource Room Teacher and Other School Personnel

The resource teacher should be in constant communication with all members of the school staff. Because of the resource teacher's special training and experience with many students exhibiting different educational and behavioral problems and varying maturational levels, the resource teacher is likely to become an "in-house consultant" to the school. When this type of relationship is developed within a school, the success of the learning disability resource program will be enhanced.

V. CURRICULUM FOR LEARNING DISABILITIES STUDENTS

The curriculum for the regular classes should be followed as closely as possible so that the goal of assisting the student to function successfully in the regular classroom might be achieved. This section of the handbook will cover three basic curriculum areas: Reading, Language Arts, and Mathematics. Other curriculum activities in interpersonal skills and career awareness will be discussed in the subsection on instructional techniques. It should be noted that not all learning disabled students will be able to master all of the skills listed. The teacher should start on the student's level and progress at a rate that is suitable for his ability.

A. Reading Curriculum

1. Content

The content of the reading curriculum will focus on the development of independent reading skills in four areas: reading comprehension; vocabulary comprehension; word recognition; and advanced reading skills for those students who have mastered the previous skills. The following information outlines some of the competencies that students in the program should achieve by the time they complete junior high school.

a. Comprehension Skills

To be an independent reader, the student must be able to compreherd what he reads. Thus the content to be taught to help the student learn comprehension skills will include the following subskills:

1) silent reading skills

2) main idea skills

3) sequencing skills

4) locating specific information

5) following directions

6) reading fluency (phrasing and puncuation marks)

7) recreational reading

b. Vocabulary (Comprehension)

To be an independent reader, the student must be able to determine the meaning of words that he does not know. Thus the content to be taught to help the student learn vocabulary skills will include the following subskills:

1) Content clues which include:

a) identification of unfamiliar words

b) word meanings

c) multiple meanings

2) Use of glossary and dictionary

3) Structural analysis which includes:

a) plural nouns

b) verb tense

c) comparison

d) compound words

e) contractions

f) root words

g) suffixes (forms and meaning)

h) prefixes (forms and meaning)

i) syllabication (number of syllables; vowel sounds in each syllable)

c. Word Recognition

To be independent readers, the students should be able to determine the pronounciation of words encountered in their reading that they do not know. Thus the content to be

taught to help the students learn word recognition skills includesthe following subskills:

1) sight vocabulary

2) configuration clues (letter and words)

3) phonetic analysis, which includes:

a) consonant sounds (initial, final, medial, diagraphs, blends, variants, silent consonants)

b) vowel sounds (short vowels, vowel digraphs, long vowels, schwa, vowel dipthongs, vowels followed by r and l)

d. Advanced Reading Skills

As an independent reader, the student should be proficient in the use of previously learned skills. Thus the content to be taught to help the student experience proficiency in the use of these skills will include the following subskills:

1) Interpretation skills which include:

a) interpretation of facts

b) seeing relationships

c) predicting outcomes

d) forming sensory images

2) Critical reading skills which include:

a) distinguishing fact or opinion

b) distinguishing real and fantasy

3) Oral reading skills which include:

a) correct enunciation and pronounciation

b) the observation of phrasing and punctuation marks

c) naturalism in voice and mannerisms

4) Appreciation which includes:

a) poetry

b) drama

c) literature

2. Teaching Techniques

a. Comprehension

1) Use high motivational, low vocabulary materials.

2) Set goals for silent reading.

3) Have students answer questions set by the goals.

4) Implement recitation to check the recall of the story.

5) Develop activities in follow-up work (in discussions, answering questions, sentence completions, etc.)

6) Have students make up "how" and "why", etc. questions.

7) Give students a passage from a basal text followed by comprehension questions regularly.

8) Provide listening activities.

9) Give time test with comprehension questions requiring accurate answers.

10) Use Barnel-Loft, Specific Skill Series.

b. Vocabulary (comprehension)

1) Have the student fill in missing words in a paragraph. (Teacher made or based on basal readers.)

2) Use tapes to record stories, leave out words for students to fill in blanks.

3) Use multiple choice questions.

4) Match words and meanings - don't overload.

5) Use antonym and synonym games.

6) Use dictionary activities. Use skills in Thorndike's Elementary Dictionary.

7) Classify word lists into categories.

8) Use self-correcting materials (student and teacher made)

9) Utilize structural analysis activities (finding root words, using suffixes and prefixes, etc.)

c. Word Recognition

1) Develop sight vocabulary

2) Use multi-sensory approach (tracing, matching, air writing, copying, talking, and writing).

3) Use multi-media approach (chalkboard presentations, drills, tape recorder practices, auditory-vocal practice, typing exercises, etc.)

4) Emphasize basic Dolche words and survival words, if not mastered. (Lists attached in Appendices)

5) Use picture clues and flashcards.

6) Drill a given number of words a week.

7) Prepare card files of troublesome words. As student gains mastery, delete the cards from the file.

8) Use rapid exposure techniques (tachistoscope) flash cards.

9) De-emphasize phonic analysis if student has not mastered by junior high level.

10) Use the language experience approach (can easily be incorporated in a career awareness approach).

a) Base on words from students' speaking vocabulary and common experiences.

b) Have students dictate story.

c) Make books, copy story, etc.

d) Develop word lists, rhyming words, opposites, etc.

e) Use field trips as follow-up work.

3. Materials

This section of the reading curriculum will cover suggested materials that might be helpful to the learning disability teacher in providing learning activities to enhance independent reading. Materials should be motivational in content.

a. Books

1) Basal textbooks

2) Chandler Reading Program

3) High interest, low vocabulary readers (reference list in appendices).

4) Barnel-Loft Specific Skills Series

5) Reader's Digest Skill Builders

b. Audio-Visual

1) EDL Controlled Reader Program

2) Language Master

3) Hoffman Language Arts Program

4) Transparencies

5) Blank tapes

6) Filmstrips and cassettes

c. Kits

1) SRA Reading Laboratories

2) RFU - Junior High SRA Reading Kit

3) Classroom Reading Clinic

d. Other

1) Teacher-and student-made materials

2) Commercial materials

a) D L M

b) Continental Press

3) Flashcards

4) Newspapers

5) Magazines

6) Telephone directory

7) Field trips (language experience approach

B. Language Arts - English Curriculum

1. Content

Language is an important influencer of educational success. To be able to communicate, effectively, through written and oral channels, is vital for functioning in today's society. The content of the English curriculum will focus on the development of oral and written communication skills. The following information outlines some of the English competencies that students in the program should achieve by the time they complete the junior high school.

a. Oral Language

Oral language not only serves as a tool of communication, but also affects our perceptions and interpretations of the environment, our conceptualization and organization of ideas, and our ways of categorizing and generalizing. The content to be taught to help the student learn oral communication skills will include the following subskills:

1) General oral language skills:

a) Speak in complete sentences.

b) Use voice inflections for clarity and emphasis.

c) Speak fluently.

d) Use the parts of speech correctly for variety in speaking.

e) Lead and conduct a discussion.

2) Formal oral language skills:

These skills should be directed to the students who have mastered the general oral language skills:

a) recite orally

b) tell a story in sequential order

c) tell incidents in sequential order

d) give a book report

e) give a factual report

f) recite poetry

g) speak in a chorus

b. Written Language

To be able to communicate through written channels, the student must understand the basic principles of standard English. Thus the content to be taught to help the student learn English principles will include the following subskills:

1) Sentence structure which includes:

a) types of sentences

b) word order in sentences

c) building sentences

d) sentence patterns

e) capitalization of sentences

f) punctuation of sentences

g) phrases versus sentences

h) a series of related sentences into a paragraph

2) Paragraph structure which includes:

a) title of the paragraph

b) topic of the paragraph

c) main idea

d) sequentializing throughts and sentences

e) unity of sentences within a paragraph

f) a series of related paragraphs into a story

g) proofreading

3) Parts of speech

4) Letter writing

a) kinds of letters

b) parts of a letter

c) addressing of envelopes

d) zip code

5) Reference skills which include:

a) alphabetizing

b) abbreviations

c) dictionary skills:

(1) definitions

(2) guide words

(3) variant word meanings

(4) finding syllables

(5) homographs

(6) idioms

(7) prefixes and suffixes

(8) pronunciation

(9) biographical names

(10) prouncing gazetteer

d) Thesaurus:

(1) antonyms

(2) homonyms

(3) synonyms

(4) Greek and Latin prefixes and roots

e) library skills

(1) check out

(2) self-selection

(3) card catalog skills

(4) location skills

(5) Dewey decimal system

(6) Library of Congress system

f) encyclopedia

(1) guide words

(2) index

(3) key topics

(4) sub-topics

(5) related topics or cross-topics

g) parts of books

(1) table of content

(2) glossary

(3) index

h) telephone directory

i) newspaper

(1) index

(2) major components

j) magazines

k) pictorial and graphic materials

(1) maps

(2) globes

(3) charts

(4) diagrams

(5) graphs

(6) models

(7) outlines

6) Work skills which include:

a) organizing information

(1) outlining

(2) classifying

(3) summarizing

(4) evaluation

(5) bibliographics

b) reports

(1) inquiry

(2) choosing a topic or a book

(3) finding information

(4) taking notes

(5) titles

(6) quoted material

(7) dictation

7) Advance language skills (These skills should be directed to students who have mastered the written language skills.)

a) prose

(1) appreciation of

(2) selection

(3) myths

b) poetry

(1) appreciation of

(2) capitalizing in

(3) copying

(4) listening to

(5) writing original poems

2. Specific Instructional Techniques

a. Assess alphabet knowledge.

b. Provide frequent drills of language skills. (See Appendeces)

c. Establish performance testings of reference skills.

d. Use and display creative writing.

e. Make a card catalog file from class library books.

f. Write individual booklets.

g. Make illustrated folders.

h. Give short class dramatizations.

i. Establish and maintain a classroom library

j. Make posters.

k. Write purposeful letters (to correlate letter writing with other academic areas).

l. Keep a class diary

m. Provide various activities for recognizing parts of speech.

1) choosing

2) comparing

3) expanding into sentences

4) finding

5) position

6) usage

n. Use language experience approach.

o. Use multi-media approach.

p. Use multi-sensory approach.

3. Materials

a. Books

1) Basal text

2) A Language Approach to Learning Disabilities (Victoria B. Speery, 1974 (Ed) Consulting Psychologists Press, 577 College Avenue, Palo Alto, California)

3) S.B.S. - Scholastic Book Services Countdown Scope Study Series

4) English for Everyday Living - Ideal

5) Learning Your Language - Follett

6) ACE (Activity Concept English - Scott-Foreman)

7) Dictionaries

b. Audio-Visual Aids

1) A Catalog of Audio-Visual Materials for School Use in Orleans Parish: "Where the Action Is"

2) Tapes, Filmstrips, Transparencies

c. Language Duplicating Booklets and Workbooks

d. Language Kits

1) Language Skills - Step by Step, Kit B, The Continental Press, Inc.

2) Listen, Look, Learn - Ideal

3) Language Arts Activities - Educational Insights

4) Recipes for Creative Writing - Set 1, Creative Teaching Press

5) Write On-- Student Individualized Box

6) Spice Series - Dictionary Duplicating Books

7) Milliken - Reference and Study Series

e. Language Game and Activities

f. Field Trips

C. Language Arts - Spelling Curriculum

Spelling is the forming of words from letters in both written and oral forms. The written form is the more important to the student, as he is constantly expected to write about his ideas and feelings. Most students who are poor spellers are placed at a considerable disadvantage in our society; therefore, spelling skills should be stressed throughout the student's junior high career.

1. Content

The content of the spelling curriculum should focus on: Auditory-visual integration skills; Auditory-vocal/motor integration skills; Visual motor integration skills; Auditory abilities; Visual abilities; and Motor abilities. (Hammill, 1975, p. 94). The following is an outline of some of the competencies that students should achieve by the time they have completed junior high.

a. Motor abilities

1) gross-motor control

2) fine-motor control

3) develop muscular control of mouth and tongue to make speech sounds correctly

b. Visual abilities

1) develop form discrimination

2) develop form recognition

3) develop letter discrimination

4) develop letter recognition

5) develop visual memory and sequencing

c. Visual-motor integration skills

1) develop directionality - laterality development

2) develop visual-motor memory for letters

3) write letters of the alphabet acceptably

4) develop writing skills at an automatic level

d. Auditory abilities

1) develop auditory recognition and discrimination

2) develop auditory memory-sequencing

3) develop auditory synthesis

4) develop auditory analysis

e. Auditory vocal/motor integration skills

1) experience aural-oral language

2) hear and form speech sounds correctly

3) develop a phonemic inner language

f. Auditory-visual integration skills

1) syntactical analysis (discrimination of words by word meanings.)

2) structural analysis or morphology which includes:

(a) syllabication

(b) root words and affixes

(c) word origins

(d) accent and common inflectional endings

3) sound symbol integration or phonology which includes:

(a) single consonants

(b) short vowels

(c) consonant digraphs and blends

(d) long vowels

(e) second sounds of c, g, and s

(f) r-controlled vowels

(g) vowel digraphs

(h) silent letters

(i) irregular word families

2. Specific Instructional Techniques

In teaching spelling, attention should be given to the modalities or channels through which the student learns best. This instructional technique is designed to individualize the spelling program for each student. For example, a child with difficulties in auditory-vocal communication would have trouble with sound blending and articulation and therefore could not profit from phonics-oriented spelling programs. The specific techniques:

a. The auditory-vocal channel - the student hears the word spelled aloud, then spells it orally to the teacher. The word is never presented visually.

b. The auditory-motor channel - the student hears the word spelled aloud, then writes the word on paper.

c. The visual-vocal channel - in this method, the words are presented on flash cards, identified (i.e., "this word is 'carpet'."), but are never spelled aloud. The student looks at the word, then spells it orally back to the teacher.

e. The visual-motor channel - again, the word is presented visually on a flash card and identified. The student looks at the word, then writes it on paper.

f. The multi-sensory combination channel - in this method, the student looks at the word on a flash card while it is spelled aloud, then spells it back orally and writes it on paper.

3. Materials

a. Books

1) Skills in Spelling

b. Audio-Visual Aids

1) A Catalog of Audio-Visual Materials for School Use in Orleans Parish: "Where the Action Is."

2) Tapes, filmstrips, transparencies

3) Duplicating books and workbooks

4) Spelling kits

(a) SRA - Spelling Labs

5) Games and Activities

Games provide diversification in the method of presentation and help to foster interest in the teaching effort. These are intended as supplements and not as substitutions for a spelling program. Several examples of spelling games follow.

a) Tongue Twisters

Objective: Awareness of initial consonants.

Direction: Think of a sentence in which most of the words start like "Funny father."

Example: 1. Funny father fed five foxes.

2. Polly Page put a potato in her pocket.

Variation: The teacher writes the child's twister on the board.

Direction: How are many of these words similar? Draw a line under the similar parts. Help the children to see that most of the words start with the same sound and letter.

b) Bingo

Fold paper into 16 squares. Children are asked to give a word. A student writes the word on

the board or challenges the donor to spell the word. The children all write the correctly spelled word on any one of the 16 squares. When all the squares are filled, a student is selected to come forward. With his back to the board, he spells any one of the words a selected caller gives him. Each correctly spelled word enables the class to place a marker on the corresponding Bingo square. The first child to complete a row or a diagonal calls "Bingo" and wins the game. The teacher keeps a list of the words called and checks off the winner. These Bingo squares may be kept for repeated playing.

c) Treasure Hunt

A team game for any level. Select teams, set a time limit of two minutes, and write a base word on the board at the head of each team's column.

Direction: Each child can write only one word, a new one or a corrected one. At a given sign, the first child from each team races to the board and writes any word that can be made with letters in the base word. Each child races back, hands the chalk to the next child and goes to the end of the line. Continue until the teacher calls time. The group with

the longest correct list in a specified limit is the winner.

Example: The given base word is tame. The children may write: tam
am
me

d) Anagrams

Students can make anagram or Scrabble games for independent activities.

Variations: 1. Make words by adding a letter in vertical or horizontal order.

Example:
C a t
o v e r
e
r
y

2. Start with a common word. Change one letter each time the word is spelled.

Example: dime - dome - home - hope

Each player must have a scribe to record his colleague's completed word, or he must record his own words. Winners are those who can complete the greatest number of correctly spelled words. The teacher acts as final judge of correct spelling.

e) Telegraph

Objective: Quick thinking and correct spelling. A team game for all grade levels.

Establish a goal of 6 or 10 points for game, and a time limit of four slow

counts or four seconds for the hesitant speller.

Direction: Student is given one or two letters of the alphabet. The teacher pronounces a word to team one. The letters of the telegraph begin to respond in proper order. If the response is correct, they get one point and another word to transmit. The opposing side gets a word when:

1. a member of the team has failed to give his letter in the four-second time limit or by four counts;
2. if the completed word was misspelled;
3. someone on the team "helped" to spell the word.

Example: The word is battle. The letters respond in proper order, b a t t l e.

Scoring: One point is scored for each correctly spelled word; a game is eight or ten points.

6. Field Trips

D. Language Arts - Handwriting Curriculum

1. Content

Since writing is both a skill and a means of self-expression, more than drill aspects should be emphasized in teaching handwriting. Handwriting should be correlated with work in other academic areas. The general aims of writing instruction are to help students to write legibly and neatly, without undue strain, and to teach them

to express their ideas adequately through this medium.

The handwriting curriculum should then focus on legibility and self-expression. The following are competencies that students in the program should achieve by the time they complete their junior high career.

a. Legibility

In order for adequate communication to occur in written language, the student must be able to write legibly. Legibility is influenced by the following factors:

1) position of hand, arm, body, or paper
2) size of writing
3) proportion
4) quality of pen or pencil line
5) slant of writing
6) alignment of letters
7) form of letters
8) figures
9) fluency
10) spacing

b. Self-expression

1) adequate speech and life experiences
2) interest in learning to write

2. Specific Instructional Techniques

Before describing selected procedures for teaching written language, one point should be mentioned. Teaching handwriting to left-handed students presents a few special problems, though in general the techniques used with right-handed students will suffice with slight variation.

Written language does not develop on the basis of maturation alone. The student needs proper instruction in order to acquire skill in writing. Some techniques which enhance success in writing are the following:

a. emphasize eye-hand coordination in order to develop legible handwriting.

b. place stress on looking to "see" what has been written in order to guide hand movements and to monitor work for errors.

c. promote the ability to discriminate the features of letters and words as an important component of readiness.

d. provide adequate speech and life experiences.

e. give practice in combining and sequencing letters in proper order.

f. emphasize mastery of left and right progression.

g. develop interest in learning to write.

h. determine the areas of readiness deficiency.

i. use the chalkboard to practice prerequisite movements.

j. use a multi-sensory approach where indicated.

3. Materials

a. Books

1) Noble and Noble Publishers - Handwriting

2) A. N. Palmer Co. - Manuscript to Cursive Writing

b. Audio-Visual Aids

1) A Catalog of Audio-visual Materials for School Use in Orleans Parish: "Where the Action Is."

2) tapes, filmstrips, transparencies

c. Duplicating Books and Workbooks

d. Kits

1) SRA - Penskill II

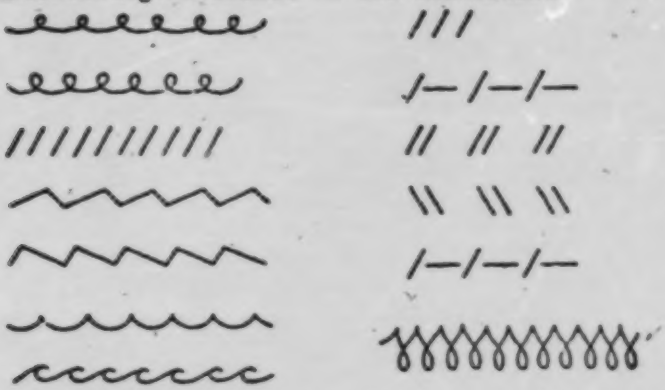
2) Educational Insights - Language Arts Activities

e. Games and Activities

1) Suggested Activities

The following suggestions are basic handwriting procedures. Some learning disability students will need to have these basic skills retaught in order to develop legible handwriting.

(a) Introducing movements on the chalkboard



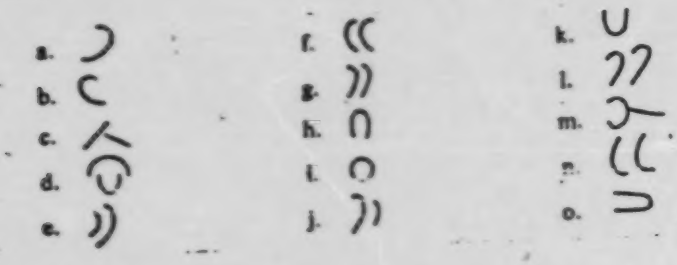
The same movements are repeated on paper. It should be kept in mind that: (1) the student should have correct posture when he performs the movements; (2) the slant of the paper should be correct, and dependent on the hand used; (3) the hand position should be proper. Teachers can usually find detailed descriptions of the proper positions for writing in the teacher manuals that accompany the various commercially available writing programs.

The movements on paper should be done first on paper with one-inch spaces. The letters should

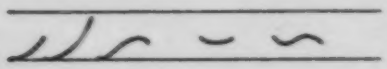
be three spaces high initially, than two spaces, and finally one space high. The teacher can line the paper with magic markers using blue for the top line, green for the middle line, and red for the bottom line. This helps the students stay on and within the lines.

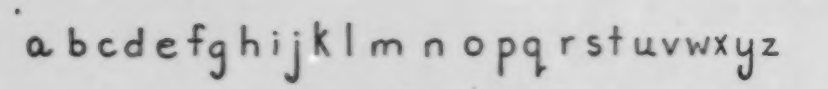
(b) Movements for cursive writing.

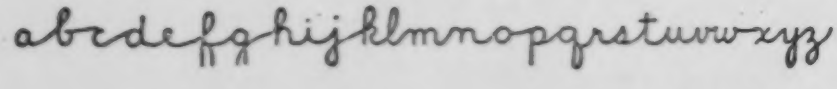
Follow the procedures above using the movements (shown below) adapted from Cruickshank, et al. (1961). Begin on the chalkboard and eventually progress to newsprint using crayon and magic marker.



Spalding (1962) offers an alternative by suggesting that cursive writing is an adaptation of manuscript writing and that is only necessary to teach five connecting strokes. This is demonstrated as follows.







c) Movements for Writing

Using letters, progress from the chalkboard to one-inch, lined paper where three lines have been drawn with red, green, and blue magic markers, and finally progress to regular lined paper.

In general, the following sequence is appropriate for teaching at this level:

(1) name the letter.

(2) discuss the form of the letter while the student looks at it.

(3) on a blank overlay, make the letter for the student.

(4) using the polaroid filter wheel, show the the student the direction of the letter.

(5) develop the kinesthetic feel for the form of letters with use of sunken and raised script letterboards (may be purchased from the American Printing House for the Blind).

(6) the student makes the letter while he looks at the model.

(7) his eyes are on the model not on his hand.

(8) help him compare his work with the model.

(9) auditory clues may be given to help the student who has difficulty with the letter, or the student's hand may be held as he makes the letter.

(10) have the student write the letter on the chalkboard without the model.

(11) have the student write the letter on newsprint without a model, eyes averted.

(12) have the student write on paper with eyes on the paper.

The order in which the letters are presented to the student is not clearly established and varies from program to program. Dubrow (1968) offers a sequence based on the movements involved in cursive production:

(1) the swing up letters; i, u, w, t, r, s

(2) the swing up and over letters; n, m, v, x

(3) the swing up and turn back letters; e, l, b, h, k, f

(4) the swing over, turn back letters; c, a, g, d, q

(5) some more swing up letters; o, p, j

(6) some more swing up and over letters; y, z

When the student has succeeded in writing the letters accurately, he should be taught to connect letters and then to write simple words. As the student progresses, simple sentences should be copied and gradually the student should be encouraged to attempt to write without copying. It is at this point that handwriting becomes an expressive language ability.

2) Handwriting grading slip (Appendices)

f. Field trips

Orleans Parish Schools Reference Book for Field Trips, "Into the Community: A Guide to Field Trips"

E. Mathematics Curriculum

1. Content

The content of the mathematics curriculum for the regular classes should be followed as closely as possible. The basic concepts are presented sequentially; and each year thereafter they are reviewed, redeveloped and extended progressively. The following information outlines some of the competencies that students in the program should achieve by the time they have completed junior high school.

a. Numeration skills which include:

1) using numbers
2) grouping of numbers - place value
3) reading and writing numbers
4) expanded notation
5) order of numbers
6) greater than (>) and less than (<)
7) estimation

b. Basic and advanced addition skills which include:

1) addition language
2) reviewing addition facts
3) inverse operations
4) patterns in addition
5) commutative property of addition
6) associative property of addition
7) column addition of five one-digit numbers
8) number sentences
9) problem solving

c. Basic and advanced subtraction

1) reviewing subtration facts

2) number lines

3) subtracting tens

4) renaming 10's and 100's in subtraction

5) subtracting with zero

6) finding missing questions

7) higher - decade subtraction with and without renaming

8) problem solving

d. Basic and advance multiplication

1) relating addition to multiplication

2) language of multiplication

3) reviewing zero through nine in multiplication

4) commutative property of multiplication

5) associative property of multiplication

6) distributive property of multiplication over addition

7) products and factors

8) multiplying one-digit, two-digit, and three-digit numbers

9) problem solving

e. Basic and advanced division

1) reviewing division facts

2) relating subtraction to division

3) remainders in division

4) division with larger numbers

5) checking division

6) exercises without pencil and paper

7) estimating quotients

8) problem solving with one and two steps

f. Fractions

1) order of fractions

2) fractional parts of a whole or a set

3) fractions of equal value

4) terms of fractions

5) reading and writing fractions

6) simplest term and form

7) common denominator

8) mixed numerals

9) improper fractions

10) adding fractions

11) subtracting fractions

12) multiplying fractions

13) dividing fractions

14) problem-solving and problem-solving helps

g. Decimals and per cent

1) meaning of decimal numerals

2) fractions and decimal numerals as names for the same number

3) reading and writing decimal numbers

4) logical use of decimal points

5) adding with decimal numerals

6) subtracting with decimal numerals

7) multiplying with decimal numerals

8) dividing with decimal numerals

9) problem solving

10) reviewing meaning of per cent

11) interest - discount - commission - markups

12) one hundred percent; percents less than 1%

13) finding percents

h. Measurement

1) systems of measures

2) counting and measuring

3) metric system

a) metric units of measurement

4) experiences in dry measure and liquid measure

5) experiences in length, area, volume, circle, circumference, rectangulars, squares, and triangles

6) graphs - reading - planning and drawing

7) tables - reading - planning and drawing

8) the precision of measurement

9) indirect measurement

i. Business mathematics

1) money

2) wages

3) banking

4) budgeting

5) automobile

a) cost

b) maintenance

c) insurance

6) installment buying

7) income tax and other taxes

8) social security

9) newspaper advertisements

2. Specific Instructional Techniques

a. Allow the students to use concrete aids such as Cuinisaire rods, blocks, number line, abacus, multiplication facts,etc.

b. Use multi-sensory approach in teaching - verbal, auditory and demonstration.

c. Give the student only a limited number of problems per page.

d. Build tolerance for more problems per work sheet.

e. Present the student with carefully planned problems derived from instructional materials.

f. Allow sufficient practice and time to establish and to integrate the concepts learned.

g. Allow plenty of time to complete an assignment.

h. Check daily the math work being done by students and make sure the students' concepts are correct.

i. Give students opportunity to use the chalkboard for individual self-expression.

3. Materials

a. Books

1) Programmed Math - Books 1 - 8. A Sullivan Associates From the McGraw-Hill Book Company.

2) Basic Modern Mathematics - First Course - (Eicholz-O'Doffer-Brumfield-Shanks). Addison-Wesley Publishing Co.

3) Basic Modern Mathematics - Second Edition 9 Eicholz-O'Doffer-Brumfield-Shanks) Addison-Wesley Publishing Co.

4) Mathematics in Action Series by Edwina Deans, George H. Evans, Robert B. Kane, Robert A. Oesterle.
American Book Company
Level I - New Steps in Mathematics

Level II - New Steps in Mathematics

Level III - Advancing with Mathematics

Level IV - Continuing with Mathematics

Level V - Thinking with Mathematics

Level VI - Improving with Mathematics

Level VII - Operating with Mathematics

Level VIII - New Goals in Mathematics

5) Money Makes Sense - Fearon Publisher (Grade 3 - 6)
Text- work-book; teacher manual

6) Using Dollars and Sense - Fearon Publishers (Grade 4 - 6)
Text-work-book; teacher manual

7) Noonan-Spradley Diagnostic Program of Computational Skills (Grades 3 - 6) Allied Education Council

b. Audio-Visual Aids

1) A Catalog of Audio-visual Materials for School Use in Orleans Parish: "Where the Action Is"

2) Tapes, filmstrips, transparencies

c. Math Duplicating Books and Workbooks

d. Math Kits

1) Arithmetic Fact Kit (Grades 2 - 6 and above) Science Research Associates, Inc.

2) Arithmetic - Step by Step Kit (Grades 2 - 6) The Continental Press, Inc.

3) Individualized Mathematics Drill and Practice Kit by Patrick Suppes and Max Jerman. Random House/Singer

e. Math Games and Activities

1) Plus (all levels through Grade 8) Spice Series-
Projects, games and activities to motivate the

teaching of mathematics (K - 8)

2) teacher-made materials

3) commerical materials such as DLM, Ideal, Cuinisaire, etc.

f. Field trips

1) Orleans Parish Schools reference book for field trips "Into the Community: A Guide to Field Trips".

F. General Instructional Techniques.

A variety of instructional techniques should be used by the teacher as she teaches the instructional content. The selection of a specific instructional strategy will depend upon the learning style of the student, but each method used should be directed towards meeting the needs of the student. The basic approach is the individualized instructional approach, and the following suggestions are given in the implementation of this strategy.

1. Informal Diagnosis

The purpose of informal diagnosis is to measure the student's functional level, to outline realistic educational tasks and goals for each student. Activities involved in achieving this purpose include the following:

a. Identification of strengths in content area.

b. Identification of weakness in content area.

c. Identification of specific skill weakness from informal test data - teacher observation.

d. Identification of best possible reinforcers.

e. Identification of student interest.

f. Identification of student's preferred sensory modality (if present).

2. Placement of Students in Instructional Techniques

A most effective way to enhance self-concept is to improve academic performance. As a result of careful placement of the pupil in suitable instructional programs, the child can experience success which leads to a positive self-concept. In placing students, the following should be considered:

a. Selection of instructional material suited to the student's age and maturity.

b. Selection of instructional material suited to the student's needs as determined through informal diagnosis and teacher observation.

c. Selection of instructional material suited to the student's learning style.

d. Selection of instructional materials which correlate to the student's classroom instructional program.

e. Selection of instructional materials which correlate with the student's home environment, background, and culture.

f. Selection of instructional material which emphasizes the nobility of the student and his contribution to society.

g. Selection of instructional materials which stress the importance of a stable career.

h. Relating the instructional material to the needs of the students to develop an educational plan for each student.

3. Methods

The techniques used in helping the student learn the instructional content are often the determinant of whether the content is learned. The following methods are suggested to help the learning disability teacher to do an effective job.

a. Utilize prescriptive teaching method.

b. Establish a routine,structured approach.

c. Use high-interest, motivational materials.

d. Modify materials and methods when necessary.

e. Allow students a freedom of choice and variety in materials.

f. Involve students in the selection of materials and methods.

VI. REPORTING PROGRESS OF STUDENT

The learning disabilities teacher should take the initiative in supplying information to parents, administrators, staff members, etc., whether it is formally requested or not. The information should be specific, accurate, and positive in nature. This type of activity assures open and continuing communication which serves to enhance the educational program of each student. Reporting progress is an important strategy of the learning disabilities resource program.

A. Content of Progress Report

1. Academic Progress - Nine-Week Reporting Period
   a. Student's strengths and deficits.
   b. Letter grade or code.
   c. Conduct grade.
   d. Citizenship grade.
   e. Additional comments.
2. End-of-Year Reporting Period
   a. Written progress report.
   b. Placement of student in each curriculum.
   c. Methods and types of materials used with students.
   d. Behavioral techniques.
   e. Suggestions for summer activities.
   f. Any additional material that might be useful to administrative personnel.

B. The Frequency of Reporting is:

1. Every nine weeks
2. End-of-year report
3. Parent conference as needed (in person or by telephone)
4. Contact with regular classroom teacher as needed

C. The Methods of Reporting Include:

1. Written student progress report.

2. Student report card.

3. Oral progress report - parent conference (preferably in person; if necessary, by telephone).

D. Persons Receiving Student Progress Reports Include:

1. Students

2. Parents

3. Personnel authorized to view commulative folder

VII. STAFF

A. Certification

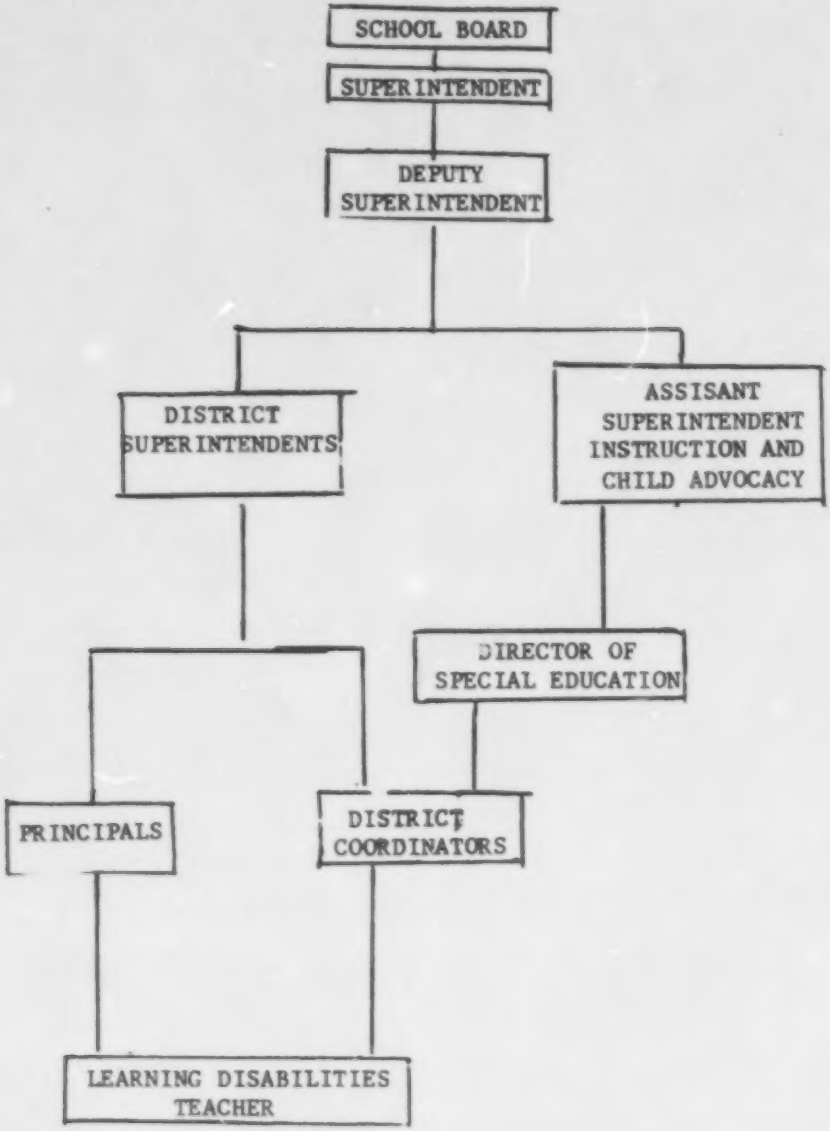
The following are Louisiana State requirements for certification in learning disabilities.

1. Baccalaureate degree and a valid standard Louisiana certificate to teach in the elementary or secondary schools.
2. General requirements for all teachers of exceptional children: (minimum of 14 semester hours)
   a. Educational and/or psychological tests and measurements - 2 semester hours
   b. Child and/or adolescent psychology - 3 semester hours
   c. Introduction to the study of exceptional children - 3 semester hours
   d. Art for children - 3 semester hours
   e. Crafts for children - 3 semester hours
3. Specific Requirements
   a. Characteristics of the learning disabled child - 3 semester hours
   b. Methods for the learning disabled - 3 semester hours
   c. Language development - 3 semester hours
   d. Practicum - 3 semester hours

B. Organization Chart

The learning disability resource teacher reports directly to the principal of the school. The principal reports directly to the district superintendent through the special education district coordinator.

ADMINISTRATION ORGANIZATION OF NEW ORLEANS PUBLIC SCHOOL SYSTEM



III. SUPPORTIVE SERVICES

If the resource teacher has a problem or needs supportive services for the resource program, there are many sources in Orleans Parish Public School system and the community where help can be obtained. The most important factor necessary for success is determination.

A. Resources in the School System

1. Help for Learning Disabilities Resource Teacher

a. The school library or school media center has available many kinds of audio visual equipment, teaching aids, films, filmstrips, records, books, etc.,on a loan basis.

b. Orleans Parish Professional Library, 4300 Hiawatha Street, provides professional books and journals for teacher check out.

c. Project Learning Disabilities, 731 St. Charles Street, provides materials, equipment, professional books, etc., on a loan basis.

d. Where the Action Is: is a catalog of audio-visual materials for school use. The catalog includes lists of available films, filmstrips, multi-media kits, picture or study prints, tape recordings, slides, transparencies, etc.

e. Into the Community: is a guide to field trips available through the Division of Instruction, Orleans Parish Schools.

f. School Principals should be consulted first when a problem arises. They can solve most problems or they know the direct source to contact.

g. District Coordinators will help with everything from obtaining supplies to placement of students.

h. School Social Workers give supportive help for attendance

problems and parental contact.

i. Classroom Teachers will be willing to plan and share ideas for progress of the student.

j. School Nurses will help with medical, vision, and hearing screening.

k. Speech Therapists will provide assessment and remedial help with students' speech problems.

l. School Counselors will help with behavioral problems, scheduling, evaluations, and re-evaluations; and act as mediators with other school personnel and parents.

m. School Secretaries will help with the many daily routines of the resource program.

2. Help for Parents of Learning Disabled Students

a. Psychological testing provides evaluation for students referred as having probable learning disabilities.

b. School Social Workers conduct conferences to discuss concerns and problems and to make reference to community resources.

c. School Principals are available for parent conferences.

d. Classroom Teachers are available for parent conference.

e. School Nurses are available for parent conferences.

f. School Counselors are available for parent conferences.

B. Resources in the Community

1. Help for Learning Disabilities Resource Teacher

a. Teacher Resource Center
904 Orange Street
New Orleans, Louisiana
522-5205

Everything is free! Materials such as paper, cardboard, cloth, wood, etc.,are available. Learning materials made

with free materials are on display at the Center. Books with ideas for making learning materials can be checked out.

Workshops are conducted from 3:30 p.m. to 5:00 p.m. twice a month on ideas for establishing learning centers. A schedule of workshops can be obtained by calling the Center. The Center is open Monday through Thursday 3:00 p.m. to 5:00 p.m. and on Saturady 10:00 a.m. to 2:00 p.m.

b. Louisiana Learning Resources Systems
18th Street
Lafayette, Louisiana 70501
(318) 234-8364

Associate Center
Lafourche Parish
P. O. Box 879
Thibodaux, Louisiana 70301
(505) 446-5361

Materials and equipment are available on a loan period of three weeks. An extension will be granted if the material has not been requested by someone else. Materials can be sent by mail at library rate with the teacher paying return postage. A catalog of all available materials can be obtained from the Lafayette Center.

c. Office of School Volunteer Services
New Orleans Public Schools
4100 Touro Street
New Orleans, Louisiana 70126
288-6561

d. Volunteer and Information Agency
211 Camp Street
New Orleans, Louisiana 70130
525-7131

This is a community volunteer agency.

e. Parent-Teacher Organization

Financial support and volunteers are available from this organization. Contact the president of your local organization.

2. Help for Parents of Learning Disabled Students

a. Aphasic Children's Society (APHCHISO)
722 Burmaster Street
Gretna, Louisiana 70053
887-7145; 394-7557; 834-6732

This association is a source of information; it does not do any testing.

b. Audiology and Speech and Language Clinics (LSU Medical Center)
1100 Florida Avenue, Building 147
New Orleans, Louisiana 70117
944-0292

This clinic does do testing, but it is heavily oriented to language disorder. It would be better to have testing done elsewhere,and pursue the treatment here if recommended. Non-profit basis and adjustable fees.

c. Big Brothers of Greater New Orleans
2051 Senate Street
New Orleans, Louisiana 70126
283-4206

Act as substitute fathers or big brothers to boys who need male guidance.

d. Children's Hospital
200 Henry Clay Avenue
New Orleans, Louisiana 70118
899-9511, ext. 464

Child must be recommended by a physican. Orleans Parish School Board does accept results of testing. Testing for perceptual disorder is followed by remediation sessions. $66.50 for perceptual testing. $7.00 per 30 minutes remediation sessions, twice a week with retesting in 3 months.

e. Dave Clark Development Clinic
5037 Veterans Memorial Boulevard
Metairie, Louisiana 70002
885-7770

Includes psychological evaluation and treatment.

f. DePaul New Orleans Mental Health Institute
1040 Calhoun Street
New Orleans, Louisiana 70118
899-8282

This institute does complete evaluations on children. A parent may refer a child; however, the child must become an out-patient of the clinic. Expect several weeks wait before services become available. Orleans Parish School Board does accept test results.

g. Educational Research and Treatment Center
4803 St. Charles Avenue
New Orleans, Louisiana 70115
897-2694

Includes psychological evaluation and treatment.

h. Jewish Family and Children's Service
211 Camp Street, Suite 300
New Orleans, Louisiana 70130
524-8475

Will arrange for testing and fees, if necessary. Organization can supply counseling. Does not do testing as part of service.

i. Joachim Hearing and Speech Center
EENT Hospital
145 Elks Place
New Orleans, Louisiana 70112
523-4821, ext. 80

If initial testing indicates need for treatment in this area, then contact with Joachim should be made. Complete diagnostic and rehabilitative services for hearing and speech disorders.

j. Kingsley House and New Orleans Day Nursery Association
914 Richard Street
New Orleans, Louisiana 70130
523-6221

Evaluation testing done through Irish Channel Mental Health Unit housed on premises. Operates a Child Crisis Program with learning disability equipped classes for children ages 6-10 years. Referrals accepted from parochial and public schools. Fees based on ability to pay.

k. Lions Club, Algiers
2700 General DeGaul Drive
New Orleans, Louisiana 70114
368-5466

Will provide various services, such as glasses, for students.

l. Loyola University Reading Clinic
6363 St. Charles Avenue
New Orleans, Louisiana 70118
866-5471, ext. 225

Group and individual testing which is audio, visual and achievement. Testing is geared to Loyola program which is not only for learning disabled children (grades 1 - 8). Program administered by graduate students. $90.00 for 6 weeks program including testing.

m. Morris Kirschman Clinic of Child Mental Health
Tulane Medical Center
1430 Tulane Avenue
New Orleans, Louisiana 70112
588-5263, ext. 441

Does complete diagnostic testing and evaluation. Primary concern is emotionally disturbed children. Moderate range.

n. New Orleans Association for Children with Learning Disabilities
7100 St. Charles Avenue, Room 235
New Orleans, Louisiana 70118
865-9994

Organization providing information to parents of learning disabled children, including library, films, and speakers bureau.

o. New Orleans Mental Health Center
3100 DeGaulle Ave.
New Orleans, Louisiana 70114
367-3850

Complete testing and evaluation are available. A social worker is on the staff. Orleans Parish School Board accepts

test results. Expect a waiting period of one to two weeks.

Based on ability to pay. Income limitation of $15,000.

p. New Orleans Speech and Hearing Center
* 1636 Toledano Street, New Orleans, Louisiana 70115
** 1820 Franklin Street, New Orleans, Louisiana 70114

* 897-2606; ** 362-7680

Does evaluation and treatment on specific disorder, i.e., speech, hearing, and reading disorders. Offers non-medical remedial treatment. Fees subject to adjustment.

q. Pontchartrain Mental Health Center
1190 Florida Avenue, Building 123
New Orleans, Louisiana 70117
944-6711

The center does testing and evaluation. Orleans Parish School Board will accept results. Fees adjustable.

r. Speech and Hearing Center
Tulane University Medical Center
1430 Tulane Avenue
New Orleans, Louisiana 70112
588-5493

"Competent Authority Team" makes comprehensive evaluation. Also does extensive testing in speech and hearing area. School boards accept results. Child will be tested within 1 week. $300 (adjustable for those unable to pay).

s. Touro Mental Health Center
1401 Foucher Street
New Orleans, Louisiana 70115
897-3311, ext. 281

Parents may refer their children. Counseling services are available. Based on ability to pay.

t. University of New Orleans Special Education Center
6601 Franklin Avenue
New Orleans, Louisiana 70122
283-5522

Accepted authority for all area school boards (public

and parochial). Comprehensive testing and evaluation. No direct referrals. Child must be referred by physician or school. The reading department also offers reading tutors and the physical education department offers perceptual motor programs. No fee.

C. Reading List

1. Teachers

a. References for Prescriptions

1) Learning Disabilities Principles and Practices
Johnson, D. & Myklebust, R. (Grune & Stratton, 1976)

2) Teaching Children With Learning Problems
Wallace G. and Kauffman, J. (Charles E. Merrill Publishing Co., 1973)

3) Aids to Psycholinguistic Teaching
Bush, W., & Giles, M. (Charles E. Merrill Publishing Co., 1969)

4) Teaching Children with Learning and Behavior Problems
Bartel, Nellie and Hammill, Donald D. (Allyn and Bacon, Inc. 1975)

5) Methods for Learning Disorders
Myers, Patricia and Hammill, Donald D. (John Wiley and Sons, Inc. 1969)

b. Resource Room

1) Resource Room, Rationale and Implementation
Hammill, Donald and Wiederholt, J. Lee, (Buttonwood Farms, 1972)

2) The Resource Room: An Access to Excellence
South Carolina Child Service Demonstration Program

3) 70 Activities for Classroom Learning Centers
Lloyd, Dorothy, (Instructor Publications, 1974)

c. Movies

1) Adolescence and Learning Disabilities
Lawren Productions, Inc.
P. O. Box 1542
Burlingame, California 94010

2) Early Recognition of Learning Disabilities
National Audiovisual Center
Washington, D. C. 20409

3) If You Do Something for Me
Stanfield House
900 Euclid
Santa Monica, California 90403

4) The Undifferentiated Lump
Stanfield House
900 Euclid
Santa Monica, California 90403

d. Journals

1) Journal of Learning Disabilities
5 North Wabash Avenue
Chicago, Illinois 60602

2) Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

3) Teaching Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

4) Academic Therapy
Publishers, Inc.
1539 Fourth Street
San Rafael, California 94901

e. Behavior Modification

1) Principals of Behavior Modification
Bandura, Albert. New York: Holt, Rinehart, & Winston, Inc., 1969.
Difficult but thorough reading.

2) The Counseling Psychologist
Hosford, R. E., Behavioral Counseling - A Contemporary Review. 1969, I (4), 1-32.

3) Counseling Viewpoints and Their Applications
Hosford, R. E., Dilley, J. S., Farwell, G. F., (Soon to be published by F. E. Peacock, Inc.)

4) Revolution in Counseling: Implications of Behavioral Science
Krumboltz, J. D. (Ed.) Boston: Houghton Mifflin, 1966. The first chapter, by Krumboltz, has an excellent overview of Behavioral Counseling Techniques.

5) Behavioral Counseling: Cases and Techniques
Krumboltz, J. D., and Thoresen, Carl (Eds.)
New York: Holt, Rinehart & Winston, Inc., 1969.
Excellent case description

6) Case Studies in Behavior Modification
Ullman, L. P., and Krasner, L. (Eds.)
New York: Holt, Rinehart & Winston, 1965.
The writers present a variety of behavioral problems to which social learning theory is applied.

2. Parents

a. Handbooks and Magazines

1) My Child Can't Read Parent Handbook
Citizens' Committee for Reading, Inc.
Montgomery County, Maryland. $1.50 from CCR, Inc.

2) Points for Parents: Recommendations for Behavioral Management of Children with Perceptual Problems
Prepared by Carol Wearne. 25¢ reprinted by A.C.L.D. Inc. 2200 Brownsville Road, Pittsburg, PA 15210

3) Publication Catalog
National Easter Seal Society for Crippled Chrildren and Adults
2023 West Ogden Avenue
Chicago, Illinois 60612
Free on request. Publications available from the Society are listed by subject categories; brief description of content is included for each item.

4) The Exceptional Parent
P. O. Box 101
Back Bay Annex
Boston, Massachusetts 02117
A magazine with practical guidance for parents of children with learning disabilities.

b. Free Reprints

1) Early Education of the Language-Learning Handicapped Child
Easter Seal Treatment Center of Montgomery County
1000 Twinbrook Parkway
Rockville, Maryland 20551

2) Characteristics of Children Referred Because of Hyperactivity
Thomas J. Kenny from Dr. Kenny Clinic for the Exceptional Child
University of Maryland Hospital
Baltimore, Maryland 21201

3) Reprints from the Orton Society, Box 153, Pomfret, Connecticut.

a) Obscure Causes of School Failure - A Pediatric Viewpoint
Raymond L. Clemmens, M. D.

b) A Memorandum of Certain Reading and Spelling Difficulties for My Academic Colleagues, Teachers, Parents, and Anyone Else
Ursula M. Niebur, S.T.M.

c. Articles

1) "An Agony of Learning "
Will Bradbury, Life, October 6, 1972

2) "How to Recognize Learning Disabilities"
Good Housekeeping, November, 1972

3) "Hyperactivity May Cause Failure Syndrome in Youth"
Eve Sharbutt, July 1, 1973

4) "Kids Who Can't Learn"
August Gribbin, The National Observer, December 1, 1973

5) "Learning to Learn"
Frederick Klein, The Wall Street Journal, November 17, 1970

6) "Pills for Learning"
David Dupre, The Wall Street Journal, January 28, 1973

7) "When a Child Has Trouble Learning"
Jane E. Brody, Woman's Day, January, 1973

8) "When Your Child Can't Read"
Kenneth Woodward, McCall's Magazine, February, 1973

9) "The Four Rs: Reading, 'Riting, 'Ritmetic, and Respect"
Polly Bhrman, Journal of Learning Disabilities, November, 1975

10) "The Brain", Psychology Today, July-Aug., 1979

11) "Parents Speak on the I.E.P.", The Directive Teacher, Summer, 1979

12) "Does Your Special Room Look Special?", The Directive Teacher, Summer, 1979

13) "Special Learning Program Takes a Student-Oriented Approach for High School Students", The Directive Teacher, Summer, 1979

14) "Dealing with Attitudes Toward Mainstremaing: A Role Play Approach," The Directive Teacher, Summer, 1979

15) "A Generic Approach to Counseling Parents of Exceptional Children," Exceptional Children, March, 1978

16) "Understanding Silent Answers," Journal of Learning Disabilities, March, 1979

17) "Follow-up Support to Beginning Learning Disabilities Teachers," Journal of Learning Disabilities, March, 1979

18) "Self-concept in Mainstreamed and Self-contained Classes," Journal of Learning Disabilities, May, 1978

19) "A Dilemma at the Secondary Level," Journal of Learning Disabilities, May, 1978

20) "The Teacher's Rights in Public Law 94-142," Journal of Learning Disabilities, May, 1978

21) "Defining and Funding Programs in Special Education," Journal of Learning Disabilities, April, 1979

22) "Myths on Mainstreaming," Journal of Learning Disabilities, April, 1979

23) "Do L. D. Teachers Know Phonics," Journal of Learning Disabilities, November, 1978

24) "The Teacher's Rights in PL 94-142," Journal of Learning Disabilities, June/July, 1978

25) "Behavior Management - A Nutritional Approach," Journal of Learning Disabilities, Dec., 1978

26) "Should Parents Redefine L.D.," Journal of Learning Disabilities, Dec., 1978

27) "Error Monitoring of School Work by Learning Disabled Adolescent," Journal of Learning Disabilities, Aug/Sept., 1978

d. Newsletters

1) ACLD-Items of Interest· Newsbriefs on the Child with Learning Disabilities
$2.00 for two years from the
Association for Children with Learning Disabilities
2200 Brownsville Road
Pittsburg, Pennsylvania 15210

2) CANHC-GRAM
Newsletter for the California Association for Neurologically Handicapped Children
P. O. Box 604, Main Office
Los Angeles, California 90053
$3.00 per year

3) Closer Look
Box 1492
Washington, D. C. 20013
Closer Look is the campaign name of the Special Education Information Center, a service set up to provide parents of exceptional children information concerning educational and related services.

4) Closer Look Newsletter
Box 19428
Washington, D. C. 20036
This newsletter, primarily by and for parents of exceptional children, discusses various problems involved in acquiring educational and other services; it provides parents with such information as facts about tax deduction, rulings by federal courts, publications, etc.

e. Additional Sources of Parent Education Materials

The following associations and agencies are considered to be excellent resources for parent study programs. To secure lists of their publications, write to the addresses given below:

1) American Academy of Pediatrics
P. O. Box 1034
Evanston, Illinois 60204

2) American Medical Association
Bureau of Health Education
535 North Dearborn Street
Chicago, Illinois 60610

3) Association for Childhood Educational International
3615 Wisconsin Avenue, N. W.
Washington, D. C. 20016

4) Child Study Association of Americas, Inc.
50 Madison Avenue
New York, New York 10010

5) Child Welfare League of America
67 Irving Place
New York, New York 10006

6) Children's Bureau
U. S. Department of Health, Education, & Welfare
Washington, D. C. 20201

7) Council for Exceptional Children
Jefferson Plaza Suite 900
1411 South Jefferson Highway
Arlington, Virginia 22202

8) Family Service Association of America
44 East 23rd Street
New York, New York 10010

9) National Association for the Education of Young Children
3700 Massachusetts Avenue, N. W.
Washington, D. C. 20016

10) National Congress of Parents and Teachers
700 North Rush Street
Chicago, Illinois 60611

11) National Institute of Neurological Diseases and Strokes
National Institute of Health
Bethesda, Maryland 20014

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Myers, Patricia I. and Donald D. Hammill. Methods for Learning Disorders. John Wiley and Sons, Inc., 1969.

South Carolina Child Service Demonstration Program. The Resource Room: An Access to Excellence. South Carolina Region V Educational Services Center, 1975.

Ward, Beatrice A. and Marjorie A. Kelley. Developing Children's Oral Language: Minicourse (teacher's handbook). Far West Laboratory for Educational Research and Development, MacMillan Educational Services, Inc.

N.D.N. - National Diffusion Network

APPENDICES

APPENDIX A

The Education

for

All Handicapped

Children Act

P.L. 94-142

Public Law 94-142
94th Congress, S. 6
November 29, 1975

An Act

To amend the Education of the Handicapped Act to provide educational assistance to all handicapped children, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Education for All Handicapped Children Act of 1975".

Education for All Handicapped Children Act of 1975.
20 USC 1401 note.

EXTENSION OF EXISTING LAW

SEC. 2. (a)(1)(A) Section 611(b)(2) of the Education of the Handicapped Act (20 U.S.C. 1411(b)(2)) (hereinafter in this Act referred to as the "Act"), as in effect during the fiscal years 1976 and 1977, is amended by striking out "the Commonwealth of Puerto Rico,".

(B) Section 611(c)(1) of the Act (20 U.S.C. 1411(c)(1)), as in effect during the fiscal years 1976 and 1977, is amended by striking out "the Commonwealth of Puerto Rico,".

(2) Section 611(c)(2) of the Act (20 U.S.C. 1411(c)(2)), as in effect during the fiscal years 1976 and 1977, is amended by striking out "year ending June 30, 1975" and inserting in lieu thereof the following: "years ending June 30, 1975, and 1976, and for the fiscal year ending September 30, 1977", and by striking out "2 per centum" each place it appears therein and inserting in lieu thereof "1 per centum".

(3) Section 611(d) of the Act (20 U.S.C. 1411(d)), as in effect during the fiscal years 1976 and 1977, is amended by striking out "year ending June 30, 1975" and inserting in lieu thereof the following: "years ending June 30, 1975, and 1976, and for the fiscal year ending September 30, 1977".

(4) Section 612(a) of the Act (20 U.S.C. 1412(a)), as in effect during the fiscal years 1976 and 1977, is amended—

(A) by striking out "year ending June 30, 1975" and inserting in lieu thereof "years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year ending September 30, 1977"; and

(B) by striking out "fiscal year 1974" and inserting in lieu thereof "preceding fiscal year".

(b)(1) Section 614(a) of the Education Amendments of 1974 (Public Law 93-380; 88 Stat. 580) is amended by striking out "fiscal year 1975" and inserting in lieu thereof the following: "the fiscal years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year ending September 30, 1977,". 20 USC 1411 note.

(2) Section 614(b) of the Education Amendments of 1974 (Public Law 93-380; 88 Stat. 580) is amended by striking out "fiscal year 1974" and inserting in lieu thereof the following: "the fiscal years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year ending September 30, 1977,". 20 USC 1411 note.

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20 USC 1413 note.

(3) Section 614(c) of the Education Amendments of 1974 (Public Law 93-380; 88 Stat. 580) is amended by striking out "fiscal year 1974" and inserting in lieu thereof the following: "the fiscal years ending June 30, 1975, and 1976, for the period beginning July 1, 1976, and ending September 30, 1976, and for the fiscal year ending September 30, 1977,".

Ante, p. 773.

(c) Section 612(a) of the Act, as in effect during the fiscal years 1976 and 1977, and as amended by subsection (a)(4), is amended by inserting immediately before the period at the end thereof the following: ", or $300,000, whichever is greater".

20 USC 1412.

(d) Section 612 of the Act (20 U.S.C. 1411), as in effect during the fiscal years 1976 and 1977, is amended by adding at the end thereof the following new subsection:

Publication in Federal Register.

"(d) The Commissioner shall, no later than one hundred twenty days after the date of the enactment of the Education for All Handicapped Children Act of 1975, prescribe and publish in the Federal Register such rules as he considers necessary to carry out the provisions of this section and section 611.".

Ante, p. 773. 20 USC 1411 note.

(e) Notwithstanding the provisions of section 611 of the Act, as in effect during the fiscal years 1976 and 1977, there are authorized to be appropriated $100,000,000 for the fiscal year 1976, such sums as may be necessary for the period beginning July 1, 1976, and ending September 30, 1976, and $200,000,000 for the fiscal year 1977, to carry out the provisions of part B of the Act, as in effect during such fiscal years.

STATEMENT OF FINDINGS AND PURPOSE

20 USC 1401 note.

SEC. 3. (a) Section 601 of the Act (20 U.S.C. 1401) is amended by inserting "(a)" immediately before "This title" and by adding at the end thereof the following new subsections:

"(b) The Congress finds that—

"(1) there are more than eight million handicapped children in the United States today;

"(2) the special educational needs of such children are not being fully met;

"(3) more than half of the handicapped children in the United States do not receive appropriate educational services which would enable them to have full equality of opportunity;

"(4) one million of the handicapped children in the United States are excluded entirely from the public school system and will not go through the educational process with their peers;

"(5) there are many handicapped children throughout the United States participating in regular school programs whose handicaps prevent them from having a successful educational experience because their handicaps are undetected;

"(6) because of the lack of adequate services within the public school system, families are often forced to find services outside the public school system, often at great distance from their residence and at their own expense;

"(7) developments in the training of teachers and in diagnostic and instructional procedures and methods have advanced to the point that, given appropriate funding, State and local educational agencies can and will provide effective special education and related services to meet the needs of handicapped children;

"(8) State and local educational agencies have a responsibility to provide education for all handicapped children, but present financial resources are inadequate to meet the special educational needs of handicapped children; and

"(9) it is in the national interest that the Federal Government assist State and local efforts to provide programs to meet the educational needs of handicapped children in order to assure equal protection of the law.

"(c) It is the purpose of this Act to assure that all handicapped children have available to them, within the time periods specified in section 612(2)(B), a free appropriate public education which emphasizes special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.".

Ante, p. 773.

(b) The heading for section 601 of the Act (20 U.S.C. 1401) is amended to read as follows:

"SHORT TITLE; STATEMENT OF FINDINGS AND PURPOSE".

DEFINITIONS

SEC. 4. (a) Section 602 of the Act (20 U.S.C. 1402) is amended—

20 USC 1401.

(1) in paragraph (1) thereof, by striking out "crippled" and inserting in lieu thereof "orthopedically impaired", and by inserting immediately after "impaired children" the following: ", or children with specific learning disabilities,";

(2) in paragraph (3) thereof, by inserting immediately after "instructional materials," the following: "telecommunications, sensory, and other technological aids and devices,";

(3) in the last sentence of paragraph (15) thereof, by inserting immediately after "environmental" the following: ", cultural, or economic"; and

(4) by adding at the end thereof the following new paragraphs:

"(16) The term 'special education' means specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

"(17) The term 'related services' means transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children.

"(18) The term 'free appropriate public education' means special education and related services which (A) have been provided at public expense, under public supervision and direction, and without charge, (B) meet the standards of the State educational agency, (C) include an appropriate preschool, elementary, or secondary school education in the State involved, and (D) are provided in conformity with the individualized education program required under section 614(a)(5).

"(19) The term 'individualized education program' means a written statement for each handicapped child developed in any meeting by a representative of the local educational agency or an intermediate educational unit who shall be qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parents or guardian of such child, and, whenever appropriate, such child, which statement shall include (A) a statement of the present levels of educational performance of such child, (B) a statement of annual goals, including short-term instructional objectives, (C) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular educational programs, (D) the projected date for initiation and anticipated duration of such services, and (E) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

"(20) The term 'excess costs' means those costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student, as may be appropriate, and which shall be computed after deducting (A) amounts received under this part or under title I or title VII of the Elementary and Secondary Education Act of 1965, and (B) any State or local funds expended for programs which would qualify for assistance under this part or under such titles.

20 USC 241a note, 881.

"(21) The term 'native language' has the meaning given that term by section 703(a)(2) of the Bilingual Education Act (20 U.S.C. 880b-1(a)(2)).

"(22) The term 'intermediate educational unit' means any public authority, other than a local educational agency, which is under the general supervision of a State educational agency, which is established by State law for the purpose of providing free public education on a regional basis, and which provides special education and related services to handicapped children within that State.".

(b) The heading for section 602 of the Act (20 U.S.C. 1402) is amended to read as follows:

"DEFINITIONS".

ASSISTANCE FOR EDUCATION OF ALL HANDICAPPED CHILDREN

SEC. 5. (a) Part B of the Act (20 U.S.C. 1411 et seq.) is amended to read as follows:

"PART B—ASSISTANCE FOR EDUCATION OF ALL HANDICAPPED CHILDREN

"ENTITLEMENTS AND ALLOCATIONS

20 USC 1411. Post, p. 793.

"SEC. 611. (a)(1) Except as provided in paragraph (3) and in section 619, the maximum amount of the grant to which a State is entitled under this part for any fiscal year shall be equal to—

"(A) the number of handicapped children aged three to twenty-one, inclusive, in such State who are receiving special education and related services;

multiplied by—

"(B)(i) 5 per centum, for the fiscal year ending September 30, 1978, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(ii) 10 per centum, for the fiscal year ending September 30, 1979, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(iii) 20 per centum, for the fiscal year ending September 30, 1980, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(iv) 30 per centum, for the fiscal year ending September 30, 1981, of the average per pupil expenditure in public elementary and secondary schools in the United States; and

"(v) 40 per centum, for the fiscal year ending September 30, 1982, and for each fiscal year thereafter, of the average per pupil expenditure in public elementary and secondary schools in the United States;

except that no State shall receive an amount which is less than the amount which such State received under this part for the fiscal year ending September 30, 1977.

"State."

"(2) For the purpose of this subsection and subsection (b) through subsection (e), the term 'State' does not include Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"(3) The number of handicapped children receiving special education and related services in any fiscal year shall be equal to the average of the number of such children receiving special education and related services on October 1 and February 1 of the fiscal year preceding the fiscal year for which the determination is made.

"Average per pupil expenditure."

"(4) For purposes of paragraph (1)(B), the term 'average per pupil expenditure', in the United States, means the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made (or, if satisfactory data for such year are not available at the time of computation, then during the most recent preceding fiscal year for which satisfactory data are available) of all local educational agencies in the United States (which, for purposes of this subsection, means the fifty States and the District of Columbia), as the case may be, plus any direct expenditures by the State for operation of such agencies (without regard to the source of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year.

"(5)(A) In determining the allotment of each State under paragraph (1), the Commissioner may not count—

"(i) handicapped children in such State under paragraph (1)(A) to the extent the number of such children is greater than 12 per centum of the number of all children aged five to seventeen, inclusive, in such State;

"(ii) as part of such percentage, children with specific learning disabilities to the extent the number of such children is greater than one-sixth of such percentage; and

"(iii) handicapped children who are counted under section 121 of the Elementary and Secondary Education Act of 1965. 20 USC 241c-1.

"(B) For purposes of subparagraph (A), the number of children aged five to seventeen, inclusive, in any State shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him.

"(b)(1) Of the funds received under subsection (a) by any State for the fiscal year ending September 30, 1978—

"(A) 50 per centum of such funds may be used by such State in accordance with the provisions of paragraph (2); and

"(B) 50 per centum of such funds shall be distributed by such State pursuant to subsection (d) to local educational agencies and intermediate educational units in such State, for use in accordance with the priorities established under section 612(3).

"(2) Of the funds which any State may use under paragraph (1)(A)—

"(A) an amount which is equal to the greater of—

"(i) 5 per centum of the total amount of funds received under this part by such State; or

"(ii) $200,000;

may be used by such State for administrative costs related to carrying out sections 612 and 613;

"(B) the remainder shall be used by such State to provide support services and direct services, in accordance with the priorities established under section 612(3).

"(c)(1) Of the funds received under subsection (a) by any State for the fiscal year ending September 30, 1979, and for each fiscal year thereafter—

"(A) 25 per centum of such funds may be used by such State in accordance with the provisions of paragraph (2); and

"(B) except as provided in paragraph (3), 75 per centum of such funds shall be distributed by such State pursuant to subsection (d) to local educational agencies and intermediate educational units in such State, for use in accordance with priorities established under section 612(3).

"(2)(A) Subject to the provisions of subparagraph (B), of the funds which any State may use under paragraph (1)(A)—

"(i) an amount which is equal to the greater of—

"(I) 5 per centum of the total amount of funds received under this part by such State; or

"(II) $200,000;

may be used by such State for administrative costs related to carrying out the provisions of sections 612 and 613; and

"(ii) the remainder shall be used by such State to provide support services and direct services, in accordance with the priorities established under section 612(3).

"(B) The amount expended by any State from the funds available to such State under paragraph (1)(A) in any fiscal year for the provision of support services or for the provision of direct services shall be matched on a program basis by such State, from funds other than Federal funds, for the provision of support services or for the provision of direct services for the fiscal year involved.

"(3) The provisions of section 613(a)(9) shall not apply with respect to amounts available for use by any State under paragraph (2).

"(4)(A) No funds shall be distributed by any State under this subsection in any fiscal year to any local educational agency or intermediate educational unit in such State if—

"(i) such local educational agency or intermediate educational unit is entitled, under subsection (d), to less than $7,500 for such fiscal year; or

"(ii) such local educational agency or intermediate educational unit has not submitted an application for such funds which meets the requirements of section 614.

89 STAT. 778

"(B) Whenever the provisions of subparagraph (A) apply, the State involved shall use such funds to assure the provision of a free appropriate education to handicapped children residing in the area served by such local educational agency or such intermediate educational unit. The provisions of paragraph (2)(B) shall not apply to the use of such funds.

"(d) From the total amount of funds available to local educational agencies and intermediate educational units in any State under subsection (b)(1)(B) or subsection (c)(1)(B), as the case may be, each local educational agency or intermediate educational unit shall be entitled to an amount which bears the same ratio to the total amount available under subsection (b)(1)(B) or subsection (c)(1)(B), as the case may be, as the number of handicapped children aged three to twenty-one, inclusive, receiving special education and related services in such local educational agency or intermediate educational unit bears to the aggregate number of handicapped children aged three to twenty-one, inclusive, receiving special education and related services in all local educational agencies and intermediate educational units which apply to the State educational agency involved for funds under this part.

"(e)(1) The jurisdictions to which this subsection applies are Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"(2) Each jurisdiction to which this subsection applies shall be entitled to a grant for the purposes set forth in section 601(c) in an amount equal to an amount determined by the Commissioner in accordance with criteria based on respective needs, except that the aggregate of the amount to which such jurisdictions are so entitled for any fiscal year shall not exceed an amount equal to 1 per centum of the aggregate of the amounts available to all States under this part for that fiscal year. If the aggregate of the amounts, determined by the Commissioner pursuant to the preceding sentence, to be so needed for any fiscal year exceeds an amount equal to such 1 per centum limitation, the entitlement of each such jurisdiction shall be reduced proportionately until such aggregate does not exceed such 1 per centum limitation. Ante, p. 774.

"(3) The amount expended for administration by each jurisdiction under this subsection shall not exceed 5 per centum of the amount allotted to such jurisdiction for any fiscal year, or $35,000, whichever is greater.

"(f)(1) The Commissioner is authorized to make payments to the Secretary of the Interior according to the need for such assistance for the education of handicapped children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior. The amount of such payment for any fiscal year shall not exceed 1 per centum of the aggregate amounts available to all States under this part for that fiscal year.

"(2) The Secretary of the Interior may receive an allotment under this subsection only after submitting to the Commissioner an application which meets the applicable requirements of section 614(a) and which is approved by the Commissioner. The provisions of section 616 shall apply to any such application.

"(g)(1) If the sums appropriated for any fiscal year for making payments to States under this part are not sufficient to pay in full the total amounts which all States are entitled to receive under this part for such fiscal year, the maximum amounts which all States are entitled to receive under this part for such fiscal year shall be ratably reduced. In case additional funds become available for making such payments for any fiscal year during which the preceding sentence is applicable, such reduced amounts shall be increased on the same basis as they were reduced.

"(2) In the case of any fiscal year in which the maximum amounts for which States are eligible have been reduced under the first sentence of paragraph (1), and in which additional funds have not been made available to pay in full the total of such maximum amounts under the last sentence of such paragraph, the State educational agency shall fix dates before which each local educational agency or intermediate educational unit shall report to the State educational agency on the amount of funds available to the local educational agency or intermediate educational unit, under the provisions of subsection (d), which it estimates that it will expend in accordance with the provisions of this part. The amounts so available to any local educational agency or intermediate educational unit, or any amount which would be available to any other local educational agency or intermediate educational unit if it were to submit a program meeting the requirements of this part, which the State educational agency determines will not be used for the period of its availability, shall be available for allocation to those local educational agencies or intermediate educational units, in the manner provided by this section, which the State educational agency determines will need and be able to use additional funds to carry out approved programs.

"ELIGIBILITY

20 USC 1412. "SEC. 612. In order to qualify for assistance under this part in any fiscal year, a State shall demonstrate to the Commissioner that the following conditions are met:

"(1) The State has in effect a policy that assures all handicapped children the right to a free appropriate public education.

"(2) The State has developed a plan pursuant to section 613(b) in effect prior to the date of the enactment of the Education for All Handicapped Children Act of 1975 and submitted not later than August 21, 1975, which will be amended so as to comply with the provisions of this paragraph. Each such amended plan shall set forth in detail the policies and procedures which the State will undertake or has undertaken in order to assure that—

"(A) there is established (i) a goal of providing full educational opportunity to all handicapped children, (ii) a detailed timetable for accomplishing such a goal, and (iii) a description of the kind and number of facilities, personnel, and services necessary throughout the State to meet such a goal;

"(B) a free appropriate public education will be available for all handicapped children between the ages of three and eighteen within the State not later than September 1, 1978, and for all handicapped children between the ages of three and twenty-one within the State not later than September 1, 1980, except that, with respect to handicapped children aged three to five and aged eighteen to twenty-one, inclusive, the requirements of this clause shall not be applied in any State if the application of such require-

ments would be inconsistent with State law or practice, or the order of any court, respecting public education within such age groups in the State;

"(C) all children residing in the State who are handicapped, regardless of the severity of their handicap, and who are in need of special education and related services are identified, located, and evaluated, and that a practical method is developed and implemented to determine which children are currently receiving needed special education and related services and which children are not currently receiving needed special education and related services;

"(D) policies and procedures are established in accordance with detailed criteria prescribed under section 617(c); and

"(E) the amendment to the plan submitted by the State required by this section shall be available to parents, guardians, and other members of the general public at least thirty days prior to the date of submission of the amendment to the Commissioner.

"(3) The State has established priorities for providing a free appropriate public education to all handicapped children, which priorities shall meet the timetables set forth in clause (B) of paragraph (2) of this section, first with respect to handicapped children who are not receiving an education, and second with respect to handicapped children, within each disability, with the most severe handicaps who are receiving an inadequate education, and has made adequate progress in meeting the timetables set forth in clause (B) of paragraph (2) of this section.

"(4) Each local educational agency in the State will maintain records of the individualized education program for each handicapped child, and such program shall be established, reviewed, and revised as provided in section 614(a)(5).

"(5) The State has established (A) procedural safeguards as required by section 615, (B) procedures to assure that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, and (C) procedures to assure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of handicapped children will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it clearly is not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Administration.

"(6) The State educational agency shall be responsible for assuring that the requirements of this part are carried out and that all educational programs for handicapped children within the State, including all such programs administered by any other State or local agency, will be under the general supervision of the persons responsible for educational programs for handicapped children in the State educational agency and shall meet education standards of the State educational agency.

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Notice, hearings.

"(7) The State shall assure that (A) in carrying out the requirements of this section procedures are established for consultation with individuals involved in or concerned with the education of handicapped children, including handicapped individuals and parents or guardians of handicapped children, and (B) there are public hearings, adequate notice of such hearings, and an opportunity for comment available to the general public prior to adoption of the policies, programs, and procedures required pursuant to the provisions of this section and section 613.

"STATE PLANS

20 USC 1413.

"SEC. 613. (a) Any State meeting the eligibility requirements set forth in section 612 and desiring to participate in the program under this part shall submit to the Commissioner, through its State educational agency, a State plan at such time, in such manner, and containing or accompanied by such information, as he deems necessary. Each such plan shall--

"(1) set forth policies and procedures designed to assure that funds paid to the State under this part will be expended in accordance with the provisions of this part, with particular attention given to the provisions of sections 611(b), 611(c), 611(d), 612(2), and 612(3);

"(2) provide that programs and procedures will be established to assure that funds received by the State or any of its political subdivisions under any other Federal program, including section 121 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 241c-2), section 305(b)(8) of such Act (20 U.S.C. 844a (b)(8)) or its successor authority, and section 122(a)(4)(B) of the Vocational Education Act of 1963 (20 U.S.C. 1262(a)(4)(B)), under which there is specific authority for the provision of assistance for the education of handicapped children, will be utilized by the State, or any of its political subdivisions, only in a manner consistent with the goal of providing a free appropriate public education for all handicapped children, except that nothing in this clause shall be construed to limit the specific requirements of the laws governing such Federal programs;

20 USC 241c-1.

"(3) set forth, consistent with the purposes of this Act, a description of programs and procedures for (A) the development and implementation of a comprehensive system of personnel development which shall include the inservice training of general and special educational instructional and support personnel, detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for handicapped children significant information derived from educational research, demonstration, and similar projects, and (B) adopting, where appropriate, promising educational practices and materials development through such projects;

"(4) set forth policies and procedures to assure—

"(A) that, to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision is made for the participation of such children in the program assisted or carried out under this part by providing for such children special education and related services; and

"(B) that (i) handicapped children in private schools and facilities will be provided special education and related services (in conformance with an individualized educational program as required by this part) at no cost to their parents or guardian, if such children are placed in or referred to such schools or facilities by the State or appropriate local educational agency as the means of carrying out the requirements of this part or any other applicable law requiring the provision of special education and related services to all handicapped children within such State, and (ii) in all such instances the State educational agency shall determine whether such schools and facilities meet standards that apply to State and local educational agencies and that children so served have all the rights they would have if served by such agencies;

"(5) set forth policies and procedures which assure that the State shall seek to recover any funds made available under this part for services to any child who is determined to be erroneously classified as eligible to be counted under section 611(a) or section 611(d);

"(6) provide satisfactory assurance that the control of funds provided under this part, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property;

Reports and records.

"(7) provide for (A) making such reports in such form and containing such information as the Commissioner may require to carry out his functions under this part, and (B) keeping such records and affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports and proper disbursement of Federal funds under this part;

Notice, hearings.

"(8) provide procedures to assure that final action with respect to any application submitted by a local educational agency or an intermediate educational unit shall not be taken without first affording the local educational agency or intermediate educational unit involved reasonable notice and opportunity for a hearing;

"(9) provide satisfactory assurance that Federal funds made available under this part (A) will not be commingled with State funds, and (B) will be so used as to supplement and increase the level of State and local funds expended for the education of handicapped children and in no case to supplant such State and local funds, except that, where the State provides clear and convincing evidence that all handicapped children have available to them a free appropriate public education, the Commissioner may waive in part the requirement of this clause if he concurs with the evidence provided by the State;

"(10) provide, consistent with procedures prescribed pursuant to section 617(a)(2), satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this part to the State, including any such funds paid by the State to local educational agencies and intermediate educational units;

Evaluation.

"(11) provide for procedures for evaluation at least annually of the effectiveness of programs in meeting the educational needs of handicapped children (including evaluation of individualized education programs), in accordance with such criteria that the Commissioner shall prescribe pursuant to section 617; and

State advisory panel.

"(12) provide that the State has an advisory panel, appointed by the Governor or any other official authorized under State law to make such appointments, composed of individuals involved in or concerned with the education of handicapped children, including handicapped individuals, teachers, parents or guardians of handicapped children, State and local education officials, and administrators of programs for handicapped children, which (A) advises the State educational agency of unmet needs within the State in the education of handicapped children, (B) comments publicly on any rules or regulations proposed for issuance by the State regarding the education of handicapped children and the procedures for distribution of funds under this part, and (C) assists the State in developing and reporting such data and evaluations as may assist the Commissioner in the performance of his responsibilities under section 618.

"(b) Whenever a State educational agency provides free appropriate public education for handicapped children, or provides direct services to such children, such State educational agency shall include, as part of the State plan required by subsection (a) of this section, such additional assurances not specified in such subsection (a) as are contained in section 614(a), except that funds available for the provision of such education or services may be expended without regard to the provisions relating to excess costs in section 614(a).

"(c) The Commissioner shall approve any State plan and any modification thereof which—

"(1) is submitted by a State eligible in accordance with section 612; and

"(2) meets the requirements of subsection (a) and subsection (b).

Notice, hearings.

The Commissioner shall disapprove any State plan which does not meet the requirements of the preceding sentence, but shall not finally disapprove a State plan except after reasonable notice and opportunity for a hearing to the State.

"APPLICATION

20 USC 1414.

"SEC. 614. (a) A local educational agency or an intermediate educational unit which desires to receive payments under section 611(d) for any fiscal year shall submit an application to the appropriate State educational agency. Such application shall—

"(1) provide satisfactory assurance that payments under this part will be used for excess costs directly attributable to programs which—

"(A) provide that all children residing within the jurisdiction of the local educational agency or the intermediate educational unit who are handicapped, regardless of the severity of their handicap, and are in need of special education and related services will be identified, located, and evaluated, and provide for the inclusion of a practical method of determining which children are currently receiving needed special education and related services and which children are not currently receiving such education and services;

"(B) establish policies and procedures in accordance with detailed criteria prescribed under section 617(c);

"(C) establish a goal of providing full educational opportunities to all handicapped children, including—

"(i) procedures for the implementation and use of the comprehensive system of personnel development established by the State educational agency under section 613(a)(3);

"(ii) the provision of, and the establishment of priorities for providing, a free appropriate public education to all handicapped children, first with respect to handicapped children who are not receiving an education, and second with respect to handicapped children, within each disability, with the most severe handicaps who are receiving an inadequate education;

"(iii) the participation and consultation of the parents or guardian of such children; and

"(iv) to the maximum extent practicable and consistent with the provisions of section 612(5)(B), the provision of special services to enable such children to participate in regular educational programs;

"(D) establish a detailed timetable for accomplishing the goal described in subclause (C); and

"(E) provide a description of the kind and number of facilities, personnel, and services necessary to meet the goal described in subclause (C);

"(2) provide satisfactory assurance that (A) the control of funds provided under this part, and title to property derived from such funds, shall be in a public agency for the uses and purposes provided in this part, and that a public agency will administer such funds and property, (B) Federal funds expended by local educational agencies and intermediate educational units for programs under this part (i) shall be used to pay only the excess costs directly attributable to the education of handicapped children, and (ii) shall be used to supplement and, to the extent practicable, increase the level of State and local funds expended for the education of handicapped children, and in no case to supplant such State and local funds, and (C) State and local funds will be used in the jurisdiction of the local educational agency or intermediate educational unit to provide services in program areas which, taken as a whole, are at least comparable to services being provided in areas of such jurisdiction which are not receiving funds under this part;

"(3)(A) provide for furnishing such information (which, in the case of reports relating to performance, is in accordance with specific performance criteria related to program objectives), as may be necessary to enable the State educational agency to perform its duties under this part, including information relating to the educational achievement of handicapped children participating in programs carried out under this part; and

"(B) provide for keeping such records, and provide for affording such access to such records, as the State educational agency may find necessary to assure the correctness and verification of such information furnished under subclause (A); Recordkeeping.

"(4) provide for making the application and all pertinent documents related to such application available to parents, guardians, and other members of the general public, and provide that all evaluations and reports required under clause (3) shall be public information; Public information, availability.

"(5) provide assurances that the local educational agency or intermediate educational unit will establish, or revise, whichever is appropriate, an individualized education program for each handicapped child at the beginning of each school year and will then review and, if appropriate revise, its provisions periodically, but not less than annually;

"(6) provide satisfactory assurance that policies and programs established and administered by the local educational agency or intermediate educational unit shall be consistent with the provisions of paragraph (1) through paragraph (7) of section 612 and section 613(a); and

"(7) provide satisfactory assurance that the local educational agency or intermediate educational unit will establish and maintain procedural safeguards in accordance with the provisions of sections 612(5)(B), 612(5)(C), and 615.

Application approval.

"(b)(1) A State educational agency shall approve any application submitted by a local educational agency or an intermediate educational unit under subsection (a) if the State educational agency determines that such application meets the requirements of subsection (a), except that no such application may be approved until the State plan submitted by such State educational agency under subsection (a) is approved by the Commissioner under section 613(c). A State educational agency shall disapprove any application submitted by a local educational agency or an intermediate educational unit under subsection (a) if the State educational agency determines that such application does not meet the requirements of subsection (a).

Notice, hearing.

"(2)(A) Whenever a State educational agency, after reasonable notice and opportunity for a hearing, finds that a local educational agency or an intermediate educational unit, in the administration of an application approved by the State educational agency under paragraph (1), has failed to comply with any requirement set forth in such application, the State educational agency, after giving appropriate notice to the local educational agency or the intermediate educational unit, shall—

"(i) make no further payments to such local educational agency or such intermediate educational unit under section 620 until the State educational agency is satisfied that there is no longer any failure to comply with the requirement involved; or

"(ii) take such finding into account in its review of any application made by such local educational agency or such intermediate educational unit under subsection (a).

"(B) The provisions of the last sentence of section 616(a) shall apply to any local educational agency or any intermediate educational unit receiving any notification from a State educational agency under this paragraph.

"(3) In carrying out its functions under paragraph (1), each State educational agency shall consider any decision made pursuant to a hearing held under section 615 which is adverse to the local educational agency or intermediate educational unit involved in such decision.

"(c)(1) A State educational agency may, for purposes of the consideration and approval of applications under this section, require local educational agencies to submit a consolidated application for payments if such State educational agency determines that any individual application submitted by any such local educational agency will be disapproved because such local educational agency is ineligible

to receive payments because of the application of section 611(c)(1)(A)(i) or such local educational agency would be unable to establish and maintain programs of sufficient size and scope to effectively meet the educational needs of handicapped children.

"(2)(A) In any case in which a consolidated application of local educational agencies is approved by a State educational agency under paragraph (1), the payments which such local educational agencies may receive shall be equal to the sum of payments to which each such local educational agency would be entitled under section 611(d) if an individual application of any such local educational agency had been approved.

Rules and regulations.

"(B) The State educational agency shall prescribe rules and regulations with respect to consolidated applications submitted under this subsection which are consistent with the provisions of paragraph (1) through paragraph (7) of section 612 and section 613(a) and which provide participating local educational agencies with joint responsibilities for implementing programs receiving payments under this part.

"(C) In any case in which an intermediate educational unit is required pursuant to State law to carry out the provisions of this part, the joint responsibilities given to local educational agencies under subparagraph (B) shall not apply to the administration and disbursement of any payments received by such intermediate educational unit. Such responsibilities shall be carried out exclusively by such intermediate educational unit.

"(d) Whenever a State educational agency determines that a local educational agency—

"(1) is unable or unwilling to establish and maintain programs of free appropriate public education which meet the requirements established in subsection (a);

"(2) is unable or unwilling to be consolidated with other local educational agencies in order to establish and maintain such programs; or

"(3) has one or more handicapped children who can best be served by a regional or State center designed to meet the needs of such children;

the State educational agency shall use the payments which would have been available to such local educational agency to provide special education and related services directly to handicapped children residing in the area served by such local educational agency. The State educational agency may provide such education and services in such manner, and at such locations (including regional or State centers), as it considers appropriate, except that the manner in which such education and services are provided shall be consistent with the requirements of this part.

Funds, reallocation.

"(e) Whenever a State educational agency determines that a local educational agency is adequately providing a free appropriate public education to all handicapped children residing in the area served by such agency with State and local funds otherwise available to such agency, the State educational agency may reallocate funds (or such portion of those funds as may not be required to provide such education and services) made available to such agency, pursuant to section 611(d), to such other local educational agencies within the State as are not adequately providing special education and related services to all handicapped children residing in the areas served by such other local educational agencies.

"(f) Notwithstanding the provisions of subsection (a)(2)(B)(ii), any local educational agency which is required to carry out any program for the education of handicapped children pursuant to a State law shall be entitled to receive payments under section 611(d) for use in carrying out such program, except that such payments may not be used to reduce the level of expenditures for such program made by such local educational agency from State or local funds below the level of such expenditures for the fiscal year prior to the fiscal year for which such local educational agency seeks such payments.

"PROCEDURAL SAFEGUARDS

20 USC 1415.

"SEC. 615. (a) Any State educational agency, any local educational agency, and any intermediate educational unit which receives assistance under this part shall establish and maintain procedures in accordance with subsection (b) through subsection (c) of this section to assure that handicapped children and their parents or guardians are guaranteed procedural safeguards with respect to the provision of free appropriate public education by such agencies and units.

"(b)(1) The procedures required by this section shall include, but shall not be limited to—

"(A) an opportunity for the parents or guardian of a handicapped child to examine all relevant records with respect to the identification, evaluation, and educational placement of the child, and the provision of a free appropriate public education to such child, and to obtain an independent educational evaluation of the child;

"(B) procedures to protect the rights of the child whenever the parents or guardian of the child are not known, unavailable, or the child is a ward of the State, including the assignment of an individual (who shall not be an employee of the State educational agency, local educational agency, or intermediate educational unit involved in the education or care of the child) to act as a surrogate for the parents or guardian;

"(C) written prior notice to the parents or guardian of the child whenever such agency or unit—

"(i) proposes to initiate or change, or

"(ii) refuses to initiate or change,

the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child;

"(D) procedures designed to assure that the notice required by clause (C) fully inform the parents or guardian, in the parents' or guardian's native language, unless it clearly is not feasible to do so, of all procedures available pursuant to this section; and

"(E) an opportunity to present complaints with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child.

Hearing.

"(2) Whenever a complaint has been received under paragraph (1) of this subsection, the parents or guardian shall have an opportunity for an impartial due process hearing which shall be conducted by the State educational agency or by the local educational agency or intermediate educational unit, as determined by State law or by the State educational agency. No hearing conducted pursuant to the requirements of this paragraph shall be conducted by an employee of such agency or unit involved in the education or care of the child.

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"(c) If the hearing required in paragraph (2) of subsection (b) of this section is conducted by a local educational agency or an intermediate educational unit, any party aggrieved by the findings and decision rendered in such a hearing may appeal to the State educational agency which shall conduct an impartial review of such hearing. The officer conducting such review shall make an independent decision upon completion of such review.

"(d) Any party to any hearing conducted pursuant to subsections (b) and (c) shall be accorded (1) the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of handicapped children, (2) the right to present evidence and confront, cross-examine, and compel the attendance of witnesses, (3) the right to a written or electronic verbatim record of such hearing, and (4) the right to written findings of fact and decisions (which findings and decisions shall also be transmitted to the advisory panel established pursuant to section 613(a)(12)).

"(e)(1) A decision made in a hearing conducted pursuant to paragraph (2) of subsection (b) shall be final, except that any party involved in such hearing may appeal such decision under the provisions of subsection (c) and paragraph (2) of this subsection. A decision made under subsection (c) shall be final, except that any party may bring an action under paragraph (2) of this subsection.

Civil action.

"(2) Any party aggrieved by the findings and decision made under subsection (b) who does not have the right to an appeal under subsection (c), and any party aggrieved by the findings and decision under subsection (c), shall have the right to bring a civil action with respect to the complaint presented pursuant to this section, which action may be brought in any State court of competent jurisdiction or in a district court of the United States without regard to the amount in controversy. In any action brought under this paragraph the court shall receive the records of the administrative proceedings, shall hear additional evidence at the request of a party, and, basing its decision on the preponderance of the evidence, shall grant such relief as the court determines is appropriate.

"(3) During the pendency of any proceedings conducted pursuant to this section, unless the State or local educational agency and the parents or guardian otherwise agree, the child shall remain in the then current educational placement of such child, or, if applying for initial admission to a public school, shall, with the consent of the parents or guardian, be placed in the public school program until all such proceedings have been completed.

District court jurisdiction.

"(4) The district courts of the United States shall have jurisdiction of actions brought under this subsection without regard to the amount in controversy.

"WITHHOLDING AND JUDICIAL REVIEW

Notice, hearing. 20 USC 1416.

"SEC. 616. (a) Whenever the Commissioner, after reasonable notice and opportunity for hearing to the State educational agency involved (and to any local educational agency or intermediate educational unit affected by any failure described in clause (2)), finds—

"(1) that there has been a failure to comply substantially with any provision of section 612 or section 613, or

"(2) that in the administration of the State plan there is a failure to comply with any provision of this part or with any requirements set forth in the application of a local educational agency or intermediate educational unit approved by the State educational agency pursuant to the State plan,

the Commissioner (A) shall, after notifying the State educational agency, withhold any further payments to the State under this part, and (B) may, after notifying the State educational agency, withhold further payments to the State under the Federal programs specified in section 613(a)(2) within his jurisdiction, to the extent that funds under such programs are available for the provision of assistance for the education of handicapped children. If the Commissioner withholds further payments under clause (A) or clause (B) he may determine that such withholding will be limited to programs or projects under the State plan, or portions thereof, affected by the failure, or that the State educational agency shall not make further payments under this part to specified local educational agencies or intermediate educational units affected by the failure. Until the Commissioner is satisfied that there is no longer any failure to comply with the provisions of this part, as specified in clause (1) or clause (2), no further payments shall be made to the State under this part or under the Federal programs specified in section 613(a)(2) within his jurisdiction to the extent that funds under such programs are available for the provision of assistance for the education of handicapped children, or payments by the State educational agency under this part shall be limited to local educational agencies and intermediate educational units whose actions did not cause or were not involved in the failure, as the case may be. Any State educational agency, local educational agency, or intermediate educational unit in receipt of a notice pursuant to the first sentence of this subsection shall, by means of a public notice, take such measures as may be necessary to bring the pendency of an action pursuant to this subsection to the attention of the public within the jurisdiction of such agency or unit.

Petition for review.

"(b)(1) If any State is dissatisfied with the Commissioner's final action with respect to its State plan submitted under section 613, such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition for review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of title 28, United States Code.

"(2) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall file in the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

"(3) Upon the filing of such petition, the court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of title 28, United States Code.

"ADMINISTRATION

"SEC. 617. (a)(1) In carrying out his duties under this part, the Commissioner shall— 20 USC 1417.

"(A) cooperate with, and furnish all technical assistance necessary, directly or by grant or contract, to the States in matters relating to the education of handicapped children and the execution of the provisions of this part;

"(B) provide such short-term training programs and institutes as are necessary;

"(C) disseminate information, and otherwise promote the education of all handicapped children within the States; and

"(D) assure that each State shall, within one year after the date of the enactment of the Education for All Handicapped Children Act of 1975, provide certification of the actual number of handicapped children receiving special education and related services in such State.

"(2) As soon as practicable after the date of the enactment of the Education for All Handicapped Children Act of 1975, the Commissioner shall, by regulation, prescribe a uniform financial report to be utilized by State educational agencies in submitting State plans under this part in order to assure equity among the States. Regulations.

"(b) In carrying out the provisions of this part, the Commissioner (and the Secretary, in carrying out the provisions of subsection (c)) shall issue, not later than January 1, 1977, amend, and revoke such rules and regulations as may be necessary. No other less formal method of implementing such provisions is authorized.

"(c) The Secretary shall take appropriate action, in accordance with the provisions of section 438 of the General Education Provisions Act, to assure the protection of the confidentiality of any personally identifiable data, information, and records collected or maintained by the Commissioner and by State and local educational agencies pursuant to the provisions of this part. 20 USC 1232g.

"(d) The Commissioner is authorized to hire qualified personnel necessary to conduct data collection and evaluation activities required by subsections (b), (c) and (d) of section 618 and to carry out his duties under subsection (a)(1) of this subsection without regard to the provisions of title 5, United States Code, relating to appointments in the competitive service and without regard to chapter 51 and subchapter III of chapter 53 of such title relating to classification and general schedule pay rates except that no more than twenty such personnel shall be employed at any time. 5 USC 5101, 5331.

"EVALUATION

"SEC. 618. (a) The Commissioner shall measure and evaluate the impact of the program authorized under this part and the effectiveness of State efforts to assure the free appropriate public education of all handicapped children. 20 USC 1418.

"(b) The Commissioner shall conduct, directly or by grant or contract, such studies, investigations, and evaluations as are necessary to assure effective implementation of this part. In carrying out his responsibilities under this section, the Commissioner shall—

"(1) through the National Center for Education Statistics, provide to the appropriate committees of each House of the Congress and to the general public at least annually, and shall update at least annually, programmatic information concerning programs and projects assisted under this part and other Federal programs

supporting the education of handicapped children, and such information from State and local educational agencies and other appropriate sources necessary for the implementation of this part, including—

"(A) the number of handicapped children in each State, within each disability, who require special education and related services;

"(B) the number of handicapped children in each State, within each disability, receiving a free appropriate public education and the number of handicapped children who need and are not receiving a free appropriate public education in each such State;

"(C) the number of handicapped children in each State, within each disability, who are participating in regular educational programs, consistent with the requirements of section 612(5)(B) and section 614(a)(1)(C)(iv), and the number of handicapped children who have been placed in separate classes or separate school facilities, or who have been otherwise removed from the regular education environment;

"(D) the number of handicapped children who are enrolled in public or private institutions in each State and who are receiving a free appropriate public education, and the number of handicapped children who are in such institutions and who are not receiving a free appropriate public education;

"(E) the amount of Federal, State, and local expenditures in each State specifically available for special education and related services; and

"(F) the number of personnel, by disability category, employed in the education of handicapped children, and the estimated number of additional personnel needed to adequately carry out the policy established by this Act; and

"(2) provide for the evaluation of programs and projects assisted under this part through—

"(A) the development of effective methods and procedures for evaluation;

"(B) the testing and validation of such evaluation methods and procedures; and

"(C) conducting actual evaluation studies designed to test the effectiveness of such programs and projects.

"(c) In developing and furnishing information under subclause (E) of clause (1) of subsection (b), the Commissioner may base such information upon a sampling of data available from State agencies, including the State educational agencies, and local educational agencies.

Report, transmittal to congressional committees.

"(d)(1) Not later than one hundred twenty days after the close of each fiscal year, the Commissioner shall transmit to the appropriate committees of each House of the Congress a report on the progress being made toward the provision of free appropriate public education to all handicapped children, including a detailed description of all evaluation activities conducted under subsection (b).

Contents

"(2) The Commissioner shall include in each such report—

"(A) an analysis and evaluation of the effectiveness of procedures undertaken by each State educational agency, local educational agency, and intermediate educational unit to assure that handicapped children receive special education and related services in the least restrictive environment commensurate with their needs and to improve programs of instruction for handicapped children in day or residential facilities;

"(B) any recommendations for change in the provisions of this part, or any other Federal law providing support for the education of handicapped children; and

"(C) an evaluation of the effectiveness of the procedures undertaken by each such agency or unit to prevent erroneous classification of children as eligible to be counted under section 611, including actions undertaken by the Commissioner to carry out provisions of this Act relating to such erroneous classification.

In order to carry out such analyses and evaluations, the Commissioner shall conduct a statistically valid survey for assessing the effectiveness of individualized educational programs.

"(e) There are authorized to be appropriated for each fiscal year such sums as may be necessary to carry out the provisions of this section. Appropriation authorization.

"INCENTIVE GRANTS

"SEC. 619. (a) The Commissioner shall make a grant to any State which— 20 USC 1419.

"(1) has met the eligibility requirements of section 612;

"(2) has a State plan approved under section 613; and

"(3) provides special education and related services to handicapped children aged three to five, inclusive, who are counted for the purposes of section 611(a)(1)(A).

The maximum amount of the grant for each fiscal year which a State may receive under this section shall be $300 for each such child in that State.

"(b) Each State which—

"(1) has met the eligibility requirements of section 612,

"(2) has a State plan approved under section 613, and

"(3) desires to receive a grant under this section,

shall make an application to the Commisaioner at such time, in such manner, and containing or accompanied by such information, as the Commissioner may reasonably require.

"(c) The Commissioner shall pay to each State having an application approved under subsection (b) of this section the amount to which the State is entitled under this section, which amount shall be used for the purpose of providing the services specified in clause (3) of subsection (a) of this section.

"(d) If the sums appropriated for any fiscal year for making payments to States under this section are not sufficient to pay in full the maximum amounts which all States may receive under this part for such fiscal year, the maximum amounts which all States may receive under this part for such fiscal year shall be ratably reduced. In case additional funds become available for making such payments for any fiscal year during which the preceding sentence is applicable, such reduced amounts shall be increased on the same basis as they were reduced.

"(e) In addition to the sums necessary to pay the entitlements under section 611, there are authorized to be appropriated for each fiscal year such sums as may be necessary to carry out the provisions of this section. Appropriation authorization.

"PAYMENTS

"SEC. 620. (a) The Commissioner shall make payments to each State in amounts which the State educational agency of such State is eligible to receive under this part. Any State educational agency receiving payments under this subsection shall distribute payments 20 USC 1420.

to the local educational agencies and intermediate educational units of such State in amounts which such agencies and units are eligible to receive under this part after the State educational agency has approved applications of such agencies or units for payments in accordance with section 614(b).

"(b) Payments under this part may be made in advance or by way of reimbursement and in such installments as the Commissioner may determine necessary.".

Regulations. 20 USC 1411 note.

(b)(1) The Commissioner of Education shall, no later than one year after the effective date of this subsection, prescribe—

(A) regulations which establish specific criteria for determining whether a particular disorder or condition may be considered a specific learning disability for purposes of designating children with specific learning disabilities;

(B) regulations which establish and describe diagnostic procedures which shall be used in determining whether a particular child has a disorder or condition which places such child in the category of children with specific learning disabilities; and

(C) regulations which establish monitoring procedures which will be used to determine if State educational agencies, local educational agencies, and intermediate educational units are complying with the criteria established under clause (A) and clause (B).

Proposed regulation, submittal to congressional committees. Publication in Federal Register.

(2) The Commissioner shall submit any proposed regulation written under paragraph (1) to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Public Welfare of the Senate, for review and comment by each such committee, at least fifteen days before such regulation is published in the Federal Register.

20 USC 402.

(3) If the Commissioner determines, as a result of the promulgation of regulations under paragraph (1), that changes are necessary in the definition of the term "children with specific learning disabilities", as such term is defined by section 602(15) of the Act, he shall submit recommendations for legislation with respect to such changes to each House of the Congress.

Definitions.

(4) For purposes of this subsection:

(A) The term "children with specific learning disabilities" means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or environmental, cultural, or economic disadvantage.

(B) The term "Commissioner" means the Commissioner of Education.

20 USC 1411.

(c) Effective on the date upon which final regulations prescribed by the Commissioner of Education under subsection (b) take effect, the amendment made by subsection (a) is amended, in subparagraph (A) of section 611(a)(5) (as such subparagraph would take effect on the effective date of subsection (a)), by adding "and" at the end of clause (i), by striking out clause (ii), and by redesignating clause (iii) as clause (ii).

AMENDMENTS WITH RESPECT TO EMPLOYMENT OF HANDICAPPED INDIVIDUALS, REMOVAL OF ARCHITECTURAL BARRIERS, AND MEDIA CENTERS

SEC. 6. (a) Part A of the Act is amended by inserting after section 605 thereof the following new sections: 20 USC 1404.

"EMPLOYMENT OF HANDICAPPED INDIVIDUALS

"SEC. 606. The Secretary shall assure that each recipient of assistance under this Act shall make positive efforts to employ and advance in employment qualified handicapped individuals in programs assisted under this Act. 20 USC 1405.

"GRANTS FOR THE REMOVAL OF ARCHITECTURAL BARRIERS

"SEC. 607. (a) Upon application by any State or local educational agency or intermediate educational unit the Commissioner is authorized to make grants to pay part or all of the cost of altering existing buildings and equipment in the same manner and to the same extent as authorized by the Act approved August 12, 1968 (Public Law 90-480), relating to architectural barriers. 20 USC 1406.

"(b) For the purpose of carrying out the provisions of this section, there are authorized to be appropriated such sums as may be necessary.". Appropriation authorization.

(b) Section 653 of the Act (20 U.S.C. 1453) is amended to read as follows:

"CENTERS ON EDUCATIONAL MEDIA AND MATERIALS FOR THE HANDICAPPED

"SEC. 653. (a) The Secretary is authorized to enter into agreements with institutions of higher education, State and local educational agencies, or other appropriate nonprofit agencies, for the establishment and operation of centers on educational media and materials for the handicapped, which together will provide a comprehensive program of activities to facilitate the use of new educational technology in education programs for handicapped persons, including designing, developing, and adapting instructional materials, and such other activities consistent with the purposes of this part as the Secretary may prescribe in such agreements. Any such agreement shall—

"(1) provide that Federal funds paid to a center will be used solely for such purposes as are set forth in the agreement; and

"(2) authorize the center involved, subject to prior approval by the Secretary, to contract with public and private agencies and organizations for demonstration projects.

"(b) In considering proposals to enter into agreements under this section, the Secretary shall give preference to institutions and agencies—

"(1) which have demonstrated the capabilities necessary for the development and evaluation of educational media for the handicapped; and

"(2) which can serve the educational technology needs of the Model High School for the Deaf (established under Public Law 89-694). 80 Stat. 1007.

"(c) The Secretary shall make an annual report on activities carried out under this section which shall be transmitted to the Congress.". Report to Congress.

CONGRESSIONAL DISAPPROVAL OF REGULATIONS

SEC. 7. (a)(1) Section 431(d)(1) of the General Education Provisions Act (20 U.S.C. 1232(d)(1)) is amended by inserting "final" immediately before "standard" each place it appears therein.

(2) The third sentence of section 431(d)(2) of such Act (20 U.S.C. 1232(d)(2)) is amended by striking out "proposed" and inserting in lieu thereof "final".

(3) The fourth and last sentences of section 431(d)(2) of such Act (20 U.S.C. 1232(d)(2)) each are amended by inserting "final" immediately before "standard".

(b) Section 431(d)(1) of the General Education Provisions Act (20 U.S.C. 1232(d)(1)) is amended by adding at the end thereof the following new sentence: "Failure of the Congress to adopt such a concurrent resolution with respect to any such final standard, rule, regulation, or requirement prescribed under any such Act, shall not represent, with respect to such final standard, rule, regulation, or requirement, an approval or finding of consistency with the Act from which it derives its authority for any purpose, nor shall such failure to adopt a concurrent resolution be construed as evidence of an approval or finding of consistency necessary to establish a prima facie case, or an inference or presumption, in any judicial proceeding.".

EFFECTIVE DATES

20 USC 1411 note.

SEC. 8. (a) Notwithstanding any other provision of law, the amendments made by sections 2(a), 2(b), and 2(c) shall take effect on July 1, 1975.

(b) The amendments made by sections 2(d), 2(e), 3, 6, and 7 shall take effect on the date of the enactment of this Act.

(c) The amendments made by sections 4 and 5(a) shall take effect on October 1, 1977, except that the provisions of clauses (A), (C), (D), and (E) of paragraph (2) of section 612 of the Act, as amended by this Act, section 617(a)(1)(D) of the Act, as amended by this Act, section 617(b) of the Act, as amended by this Act, and section 618(a) of the Act, as amended by this Act, shall take effect on the date of the enactment of this Act.

(d) The provisions of section 5(b) shall take effect on the date of the enactment of this Act.

Approved November 29, 1975.

LEGISLATIVE HISTORY:

HOUSE REPORTS: No. 94-332 accompanying H.R. 7217 (Comm. on Education and Labor) and 94-664 (Comm. of Conference).

SENATE REPORTS: No. 94-168 (Comm. on Labor and Public Welfare) and No. 94-455 (Comm. of Conference).

CONGRESSIONAL RECORD, Vol. 121 (1975):
June 18, considered and passed Senate.
July 21, 29, considered and passed House, amended, in lieu of H.R. 7217.
Nov. 18, House agreed to conference report.
Nov. 19, Senate agreed to conference report.

WEEKLY COMPILATION OF PRESIDENTIAL DOCUMENTS, Vol. 11, No. 49:
Dec. 2, Presidential statement.

89 STAT. 796

APPENDIX B

JUNIOR AND SENIOR HIGH CORRECTIVE READING MATERIALS

I. Junior High and High School High Interest Low Vocabulary Materials

Series	Publisher	Reading Grade Level	Interest Grade Level
		2	6-11

Checkered Flag Series — Field

Fast moving stories combine a racing setting with the intrigue of mystery. Different types of cars featured.

The Deep Sea Adventures Series — Field — 2-4 — 3-9

Adventure and mystery stories about the sea. Mature characters. Excellent life-like illustrations.

Wildlife Adventure Series — Field — 2-4 — 3-8

Books portray true-to-life experiences of several different wild animals.

The Reading Motivated Series — Field — 4-5 — 4-10

Fast moving novels dealing with American History that appeal to both reluctant and avid readers.

Happenings — Field — 4-4.6 — 7-12

With pop music and teenage bands as a backdrop, these four narrative novels explore the lives of urban, minority group teenagers.

Gateway Books — Random House — 2-3 — 3-9

A wide variety of fact, fiction, humor and adventure in all content areas.

All About Books — Random House — 4-6 — 5-11

Well-written factual books on many topics of interest to children.

World Landmark Books — Random House — 5-6 — 5-11

Events and important people of other lands. Similar to Landmark Books.

Interesting Reading Series — Follett — 2-3 — 4-11

Designed for remedial work in junior and senior high. Titles such as Great Names in Sports.

Learning Your Language — Follett — 4-8 — 7-12

A language and literature program that introduces and reinforces communication skills for students who lack proficiency in reading, listening, speaking and writing. Titles such as Escape to Danger.

World of Adventure Series — Benefic — 2-5 — 3-9

Suspense stories built around expeditions.

Exploring and Understanding Series — Benefic — 4 — 4-9

Each book explores subject in depth with special emphasis on science processes.

Modern Adventure Series — Harper & Row — 4-6 — 4-11

Mature looking paperback mysteries with intriguing plots.

American Adventure Series — Harper & Row — 2-6 — 4-9

Adventure stories of American pioneers and warriors. Authentic historical background.

Signal Books — Doubleday — 4 — 4-10

Junior high interest in sports, careers, adventure and mystery.

Series	Publisher	Reading Grade Level	Interes Grade Level
Every Reader Library	Webster-McGraw-Hill	4-5	4-10

Eleven simplified classics including collections of short stories.

What Job for Me? Series	McGraw-Hill		Highschool

Short stories providing answers to questions about jobs usually held by non-college educated people. Stress importance of establishing good work habits and interpersonal relationships. Titles such as Charley, the T.V. Repairman.

Childhood of Famous Americans Series	Bobbs	4-5	4-9

Over 100 Biographies stressing childhood of Americans from Washington to Babe Ruth.

Teenage Tales	Heath	4-6	4-9

Adventure and action stories about teenagers.

Strange Teenage Tales	Heath	5-6	5-11

Short-story collections with appeal to adolescents.

Getting to Know Books	Hale	4-5	5-9

Informational books of high interest.

We Were There Books	Hale	4-5	5-9

Informational books

Simplified Classics	Globe	4-6	4-10

For secondary schools. Simplified and shortened.

American Heritage Series	Aladdin American Book Company	5-6	5-9

Historical novels about significant events.

Phoenix Reading Series	Prentice-Hall	2-5	4-8

Stories similar to those found in newspaper, "Problem of Waste in an Affluent Society," for example. Realistic photographs.

Reading Incentive Language Programs	Bowmar	3	3-adult

Multi-media, multi-sensory (books, records, cassettes, filmstrips, study prints) Especially appealing to boys, for example, Custom Cars, Dune Buggies.

Action Program

A multi-media program (record, books, posters). Stories of current interest to teenagers. Designed especially for EMR's.

Double Action	Scholastic	3.0-5.0	9-12
Action Libraries	Scholastic	2.0-3.4	9-12

Supplemental-free Reading.

Reluctant Reader Library		3-8	7-12

Supplemental-free Reading.

Contact	Scholastic	4-6	7-12

Series of units on Drugs, the Law, etc.

Pacemaker Story Books	Fearon	1-2	7-12

Specifically designed for EMR children, can also be used as remedial material.

Series	Publisher	Reading... Grade Level	..Interest. Grade Level

Hip Readers — Book Lab — 1-2 — 7-12
Designed for illiterate teenagers and adults feature "hip" language situations and photographs to which teenagers can readily relate.

Merill Mainstream Books — Charles E. Merrill — 4-7 — 7-12
Five paperback anthologies comprised of short stories, poems, biographies, drama, t.v. scripts, articles, and speeches. Titles, such as, Against the Odds.

ACE (Activity Concept English) — Scott-Foresman — Junior and Senior
A total language skills program for students severely deficient in language and reading skills, Books, games and puzzles included.

Newspaper — American Education Center — 3-5 — 7-12
Know Your World — Columbia, Ohio 43216

Magazines — Scholastic — 7-12
Scope Magazine
Published weekly. High interest, low vocabulary.

II. Skill Developmental Materials

1. Plus-4 Reading Booster
An intensive multi-media program of corrective reading instruction for children in the middle grades and junior high. Presents a compact body of word perception and comprehension skills. Attention to sound-symbol relationships.

2. Barnell-Loft Specific Skills Series
Can be used with young people and adults. Develop eight crucial reading skills.
- Detecting the Sequence
- Using the Context
- Working with Sounds
- Following Directions
- Locating the Answer
- Getting the Facts
- Drawing Conclusions
- Getting the Main Idea

3. Be a Better Reader
Designed for developmental reading programs and for remedial students. For grades 4-12. Areas-pollution, urban problems, American Indians. Prentice-Hall.

4. Tactics in Reading Program
Grades 7-12 Scott-Foresman
Provides ways to help students overcome reading problems and develop the range of skills needed - context, structure, sound, dictionary, relationships, purpose, central idea and inventory.

III. Teacher References

1. Texts and Materials for the Slow Reader: A Bibliography
Mrs. Marjorie Dunnett, Wisconsin Council of Teachers of English.

a) WCTE Service Bulletin No. 21
$.20 Catalog Number B-5

b) WCTE Service Bulletin No. 23
$.20 Catalog Number B-6
West Bend, Wisconsin

2. Social Problem Fiction - A Source of Help for Retarded Readers. A Special Education Curriculum Development Center

Bibliography of readings for the Retarded readers of over 500 major fiction works and basal readers with suggestions for their instructional use. Books cross referenced under character and personality, family problems, reading level, age level, appeal for boys, girls or both.

Campus Stores
University of Iowa
71 West College
Iowa City, Iowa 52240 $2.00

******** ADDENDUM********

I. Corrections:
1. Plus-4 Reading Booster, published by Webster-McGraw Hill
2. Random House, 457 Hahn Road, Westminster, Maryland 21157
3. Know Your World newspaper for children ages 10-16 reading at the second to third grade level. (See corrected address below)
You and Your World newspaper covers the world for students 14 and up who read at a third to fifth grade level. Xerox Education Publications, Education Center, Columbus, Ohio 43216 .

II. Teacher References:
Emery, Raymond C. and Margaret B. Haushover. Easy Reading Junior and Senior High School Reluctant Readers. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801.

Reading List of High Interest Low Vocabulary Books for Enriching Various Areas of the Curriculum. Reading Study Center of the School of Education, University of Connecticut, Hartford, Connecticut.

III. Additional High Interest-Low Vocabulary Books

Reading Success Stories for reading grade levels 2-7. A football coach gives students word attack clues; musical notes teach syllabication; and pictures from missing persons file shows how to use context clues. Published by Xerox Educational Publications, Education Center, Columbus, Ohio.

Falcon Books. Reading Levels 3-8. Depending on novel abridged and edited. "best sellers" - novels, autobiographies and science fiction. Examples are West Side Story and Dracula. Published by Noble and Noble Publishers, Inc., 1 Dag Hammarskjold Plaza, 245 East 47th St., New York, New York 10017

Crossroads Reading Levels 4-9. A non-graded program for the junior/senior high school to develop reading composition, oral language, critical thinking and writing skills. Topics deal with rivalry, love responsibility, and prejudice. Authors such as William Saroyan and Dick Gregory. Published by Noble & Noble Publishers, Inc., 1 Dag Hammarskjold Plaza, 245 East 47th St. N.Y., New York 10017

Target Books. Reading Level 3-4. Interest Level: 5 and up. Includes short features ranging from tall tales and picture histories to people and events of current interest. Published by: Garrard Publishing Company, Champaign Illinois 61820

Folk Tale Books. Reading Level 4-5. Interest Level 3-7. Dennison and Co., Inc. 321 4th Ave. South, Minneapolis, Minnesota 55415

Readers Digest Skill Builders
Readers Digest Educational Sciences, Inc.
Pleasantville, New York

APPENDIX C

LIST OF PUBLISHERS

American Book-Van Nastrand C.
55 Fifth Avenue
New York, New York 10003

American Education Center
Columbia, Ohio 43216

Ann Arbor Press
610 South Forest Street
Ann Arbor, Michigan 48104

Appleton - Century - Croft
4440 Park Avenue South
New York, New York 10016

Bell & Howell
Audio-Visual Products Division
7100 McCormick Road
Chicago, Illinois 60645

Benefic Press
10300 W. Roosevelt Road
Westchester, Illinois 60153

Barnell-Loft, Ltd.
958 Church Street
Baldwin, New York 11510

Bobbs-Merrill Co.
4300 W. 62nd Street
Indianapolis, Indiana 46268

Book Lab Inc.
1449 37th Street
Brooklyn, N. Y. 11218

Bowmar
P. O. Box 5225
Glendale, California 91201

Buttonwood Farms, Inc.
3515 Woodhaven Road
Philadelphia, Pennsylvania 19154

Charles E. Merrill
1300 Alum Crock Drive
Columbus, Ohio 43216

Constructive Playthings
1040 East 85th Street
Kansas City, Missouri 64131

Continental Press, Inc.
Elizabettown, Pennsylvania 17022

Cuisenaire Company of America, Inc.
12 Church Street
New Rochelle, New York 10805

Developmental Learning Materials
3505 North Ashland Avenue
Chicago, Illinois 60657

Doubleday and Co., Inc.
277 Park Avenue
New York, N. Y. 10017

Educational Activities, Inc.
P. O. Box 392
Freeport, New York 11520

Educational Division
440 Park Avenue, South
New York, New York 10016

Educators Publishing Service
75 Maulton Street
Cambridge, Massachusetts 02138

Fearon Publishers
Lear Siegler, Inc.
6 Davis Drive
Belmont, California 94002

Field Educational Publications
605 Mission Street
San Francisco, California

Follett Educational Corporation
Parkinson Division
1010 West Washington Boulevard
Chicago, Illinois 60607

Garrard Publishing Company
1607 North Market Street
Champaigne, Illinois 61820

Globe Book Company
175 Fifth Avenue
New York, New York 10010

Grune & Stratton, Inc.
111 Fifth Avenue
New York, New York, 10003

E. M. Hale and Co.
1201 S. Hastings Way,
Eau Claire, Wisconsin 54701

Harper & Row Publishers, Inc.
49 E. 3rd Avenue
New York, N. Y. 10016

D. C. Heath & Co.
285 Columbus Avenue
Boston, Massachuestts 02116

Houghton Mifflin
110 Fremont Street
Boston, Massachusetts 02107

Lyons and Carnahan
407 East 25th Street
Chicago, Illinois 60612

Mafex Associates, Inc.
Box 519
Johnstown, Pennsylvania 15907

Meredith Publishing Company

Milikan Publishing Company
611 Olive Street
St. Louis, Missouri 63101

Milton Bradley Company
74 Park Street
Springfield, Massachusetts 01101

Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 94202

Par Project
464 Central
Northfield, Illinois 60093

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Random House
457 Madison Avenue
New York, N. Y. 10022

Research Press Company
CFS P. O. Box 3177
Champaigne, Illinois 61820

Scholastic Magazine & Book Services
50 W. 44th Street
New York, N. Y. 10036

Science Research Associates, Inc.
259 Erie Street
Chicago, Illinois 60611

Scott-Foresman and Co.
Glenview, Illinois 60023

Topas Books
5 North Wabash Avenue
Chicago, Illinois 60602

Webster Division
McGraw-Hill Book Company
Distribution Center
Princetown Road
Hightown, New Jersey 085.0

APPENDIX D

SURVIVAL WORDS

This list contains words that each child and young adult should recognize readily. Some of them may save a life, others save embarrassment, if understood and acted upon correctly. Different localities will have a use for some other words. Each teacher should add to the list or delete as her requirements vary.

Closed
Danger
Do Not
Down
Don't Walk
Emergency Exit
Enter
Entrance
Exit
Fire Escape
Fire Extinguisher

Beware
Bus
Elevator

Bank
Dentist
Doctor
Dynamite
Employees
Explosive
First Aid
For Sale
For Rent
Found

Gasoline
Go
No Hunting
In
Keep Away
Keep Out
Keep Off
Ladies
Men
No Trespassing
Open

Fresh Paint
Hands Off
Inflammable

Fragile
Hospital
Keep Moving
Lost
Next Window
No Admittance
No Left Turn
No Parking
Office
One Way

Out
Poison
Police
Private
Pull
Push
Rest Room
Stop
Up
Wait
Walk
Women

Out of Order
Public Telephone
Quiet
Railroad Crossing
Take One
This Side Up
Use Other Door
Wet Paint
Yield

APPENDIX E

Cursive Handwriting Grading Slip

Name

Your Cursive Handwriting has been thoughtfully analyzed and rated according to the chart below. Any item checked in Section I is outstandingly good and worthy of mention. Any item checked under Section II is faulty and needs improvement. To improve your handwriting, you will want to note the items checked and then review the lesson giving special attention to them--the good ones, to be continued; the faulty ones, to be corrected.

SECTION I GOOD

___Appearance of writing
___Margins
___Slant of writing
___Quality of pen or pencil line
___Spacing in and between words
___Letter forms
___Size of writing
___Alignment of letters
___Figures
___Proportion

SECTION II ROOM FOR IMPROVEMENT

Position of Hand, Arm, Body, or Paper
___Incorrect

Size of writing
___Too large
___Too small
___Varying in size
___See your text

Proportion
___Not primary (half to whole relationship)
___Not upper grade
___Changing
___See your handwriting aid

Quality of Pen or Pencil Line
___Too heavy
___Too light
___Varying
___Kinky (looks slow)

Slant of Writing
___Too slanting
___Too nearly vertical
___Irregular

Alignment of Letters
___Off the line in places
___Uneven in height
___Capital and loop letters uneven
___Minimum letters vary
___Intermediate letters vary

Form of Letters
___Angular letters
___Letters too round
___Letters too thin
___Places illegible
___Beginning strokes poorly made
___Ending strokes poorly made
___Poor loop letters
___Upper ___Lower

Capital Letters weak
___Too small ___Too large
___Small letters need strengthening
___Disconnected letters in words
___Down strokes not uniform

Figures
___Poor figures

Cursive Handwriting Grading Slip

Name

Fluency
___Too fast
___Too slow

Spacing
___Within letters
___Between letters
___Between words
___Between lines
___Too scattered
___Crowded
___Irregular
___Poorly arranged on page
___Margins uneven

An Explanation of the Cursive Handwriting Grading Slip

On nearly every writing paper there are some good features. It is the intent of this "Good" section on this grading slip to pick out the good features and commend the pupil. This tends to instill confidence in his own ability to write. Any of these ten items that are checked good are representative of the best things on the paper.

SECTION I GOOD

___Appearance of writing
___Margins
___Slant of writing
___Quality of pen or pencil line
___Spacing in and between words
___Letter forms
___Size of writing
___Alignment of letters
___Figures
___Proportion

SECTION II ROOM FOR IMPROVEMENT

Position: This refers to the position of the hand, arm, body, or paper.

Incorrect

When position is checked on the grading slip it means one of four things:

1. Position of your body is incorrect.
2. Position of the paper is incorrect.
3. Position of your hand and arm is incorrect.
4. You are holding the penholder or pencil wrong.

How can we tell this by looking at your writing? If your writing is too nearly vertical or too slanting, there is something wrong with position. Either the body position is not right, the paper is being held at the wrong slant, or you are not writing in front of your eyes and pulling the down-strokes toward the center of your body (for the left-hander, pull down-strokes toward the left elbow). If the bottoms of the letters are shaded, there is too much pressure being put on the pen or pencil at the bottom of each letter. The pen or pencil is being held incorrectly. Position and slant go hand in hand. If your paper and body are in the correct position and if you write directly in front of your eyes and pull all of the down-strokes or slant-strokes toward the center of your body, the slant of your writing will be accurate, uniform, and regular.

APPENDIX F

PART 400

RESPONSIBILITIES OF CITY AND PARISH SCHOOL BOARDS

§ 401 General Responsibility.

School boards are responsible for providing an appropriate, free public education to all exceptional children within their jurisdiction who are not voluntarily enrolled in an approved non-public school program. This responsibility continues unabated regardless of whether an exceptional child is provided special education and related services:

(a) Through a contract entered into by the school board with a public or private agency;

(b) By an educational cooperative of which the school board is a member;

(c) By Special School District #1 as a result of placement, referral or judicial committment; or

(d) By an approved non-public school program if following placement or referral by a school board or judicial committment.

§ 402 Provisions of this Part.

Subparts 410-449, 460-499 of this part establish responsibilities of school boards with regard to exceptional children within their jurisdiction who are not voluntarily enrolled in an approved non-public school program. Subparts 450-459 address the responsibilities of school boards with regard to exceptional children who are voluntarily enrolled in an approved non-public school program. Part 700 sets forth the responsibility of approved non-public day school programs with respect to exceptional children enrolled in such facilities. Part 600 establishes the obligations of Special School District #1 and approved non-public school residential programs to exceptional children enrolled.

§ 403-409 Reserved.

IDENTIFICATION

§ 410 Child Search.

Each school board must continually seek out, identify and locate every child within the jurisdiction of the board (regardless of current residence or enrollment) between the ages of birth and twenty-two years who is suspected of being an exceptional child in need of special education and related services. A formal child search effort must be conducted at least once each school year and must include children:

(a) Enrolled in a regular education program operated by the school board;

(b) Enrolled in a public education program operated by a cooperative of local districts or by Special School District #1 who currently reside, or whose parents currently reside, within the geographic boundaries of the district;

(c) Enrolled in a non-public school program (within Louisiana or out-of-state) either voluntarily or as a result of a placement or referral by the school board or a civil court;

(d) Enrolled in a public or non-public pre-school or day-care program; or

(e) Currently out-of-school, including dropouts and excluding children who have graduated or otherwise successfully completed programs;

(f) Within the state, who are native Americans regardless of whether they are enrolled in Bureau of Indian Affairs schools.

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§ 411 Children Included.

The child search must include children:

(a) Enrolled in a special education or regular education program operated by the school board;

(b) Enrolled in a public education program operated by a cooperative of local districts or by Special School District #1 who currently reside, or whose parents currently reside, within the geographic boundaries of the district;

(c) Enrolled in a certified non-public school program (within Louisiana or out-of-state) either voluntarily or as a result of a placement or referral by the school board or a civil court;

(d) Enrolled in a public or non-public pre-school or day-care program; or

(e) Currently out-of-school.

§ 412 Notification of Parents.

Each school board must provide full and effective notice to the parent(s) of each child identified and located within ten operational days after the identification and location has been completed. The notice shall contain a general description of the post-identification responsibilities of the school board, the alternative actions which may be taken by the school board and the name of the responsible child search coordinator.

§ 413 Child Search Coordination.

In conducting the child search required by Subpart 410 of this part, the school board shall actively seek the assistance of all public and private agencies and organizations within the parish which provide services to exceptional children. The school board shall also coordinate the identification of children for the Talent Search Program (funded by the U.S. Department of Health, Education and Welfare) with all child search activities.

§ 414 Reserved.

§ 415 Child Search Coordinator.

Notwithstanding any other responsibilities established by this part, the child search coordinator shall be responsible for tracking the progress of each child who is identified and located through the post-identification and evaluation activities required by Subparts § 420-439 of this part.

§ 416-419 Reserved.

§ 420 Post-Identification Responsibilities.

Each school board must, for each child identified under Subpart 411 of this part, comply with the requirements of Subparts 421-425 of this part unless the child has, within three calendar years from the date that the identification and location has been completed, received an individual evaluation which meets all of the requirements of Sections 430-439 of this part.

§ 421 Timing.

Within five operational days after the notice called for by Section 415 has been provided, each child who has been identified and located must be:

(a) Entered in an initial screening process; or

(b) Proposed for enrollment in an educational assessment program; or

(c) Proposed for an individual evaluation described in Subparts 430-439 of this part.

§ 422 Selection of Alternatives.

The school board or designee (e.g., the Parish Supervisor) shall, in the case of children not currently enrolled in the regular school program, determine which of three alternatives described in Subpart 421 of this part shall be selected for a particular child. For children currently enrolled in the regular public school program, the Parish Supervisor or other designee of the school board shall consult with the principal of the school before making the selection. This determination shall be made on the basis of the age of the child, nature of the suspected exceptionality, its suspected severity, the suitability of each alternative, and other criteria developed by the Division and approved by the State Superintendent. All children not currently enrolled in a public education program shall be initially entered in the initial screening process, or referred directly for an individual evaluation. Formal parental approval must be obtained before enrollment of a child in an educational assessment program or initiation of an individual evaluation. Formal parental approval is not required for entry into the initial screening process.

§ 423 Initial Screening Process.

Children entered into the initial screening process must within ten operational days of entry be provided with intensive classroom-based screening services, including observational and other developmental screening procedures related to cognitive functioning, social functioning, self-help skills, verbal abilities and language. Based on the results of the initial screening process, the Parish Supervisor or other designee of the school board must, no later than ten operational days after entry of the child into the process, give full and effective notice to the parents of a decision to:

(a) Recommend the enrollment of the child in an educational assessment program;

(b) Recommend that the child be provided the individual evaluation described in Subparts 430-439 of this part; or

(c) Conclude that no further screening or evaluation of the child is warranted.

Children enrolled in approved non-public school programs shall receive the initial screening process in the non-public school, staffed by non-public school personnel. Children not enrolled in school shall be enrolled in the regular public school program concurrent with entry into the initial screening process. A written report setting forth the findings of the initial screening process shall be completed within three operational days after the completion of the process.

§ 424 Educational Assessment Program.

(a) The educational assessment program shall be conducted for a period of no less than four nor more than six calendar weeks in the current educational environment of the child. The program shall not be initiated if fewer than six calendar weeks remain in the school year.

(b) No child may be enrolled in an educational assessment program more than once during any twelve calendar month period.

(c) Enrollment in an educational assessment program must be preceded by receipt of formal parental approval. Parents may remove a child from the program at any time by signing a written revocation of approval. If written revocation is received, the school board must, within five operational days thereafter, decide either to propose an individual evaluation for the child following the procedures set forth in Subpart § 427 of this part or to discontinue any further assessment. The school board may not initiate the override proceedings set forth in Subpart § 476 of this part in regard to revocation of parental approval; override procedures may be used (consistent with Subpart § 430(b)(2) of this part) in connection with a failure to obtain formal parental approval for a proposed individual evaluation.

(d) At a minimum, the educational assessment program must include the following services and activities:

(1) Sensory screening, if not previously conducted;

(2) Informal or formal educational assessment;

(3) Classroom observation;

(4) Other systemized behavioral observation;

(5) Development of a social history and family study;

(6) The development of an individual diagnostic/prescriptive program for children for whom return to the regular classroom is recommended.

Formal educational assessment must be made by qualified persons consistent with standards established by the Department.

(e) The educational assessment program shall be staffed with a person certified by the State Department of Education as an assessment teacher.

(4) The school board and contractor comply fully with all applicable state and federal laws and regulations governing the provision of services to children, the facility in which services are provided and the qualifications of the staff providing services.

(f) Except as provided in (d) and (e) above, if placement of an exceptional child is proposed in an alternative setting listed at (5) - (12) in (b) above, educational environment, it must be proposed in the least restrictive alternative setting consistent with the IEP, with careful consideration given to the quality of services needed and to any potential harmful effect on the child and, in any event, as close as possible to the child's home. Placement may not be proposed if it would create in any one educational setting a chronological age span among children of more than three years. Parents may not waive any of the requirements of this Subpart.

(g) The placement of an exceptional child by a school board in a program of homebound or hospital instruction may be proposed only, if:

(1) The child currently possesses a physical impairment or illness which directly (or because of treatment required) precludes the movement of an individual from a hospital or home environment to the general educational environment; or

(2) The child consistent with the requirements of this part has been determined (after an individual evaluation) to be an emotionally disturbed child and:

(a) A board certified psychiatrist has certified in a signed written report filed with the Division that:

(i) The child is currently admitted to a full time inpatient program of psychiatric care and treatment in a hospital certified or licensed by the State of Louisiana; and

(ii) The psychiatrist believes that the continued participation of the child in the impatient program is necessary to the proper care and treatment of the child.

(b) A board certified psychiatrist has certified in a signed written report filed with the Division that:

(i) The child is emotionally distrubed,

(ii) The child is being provided a program of continous psychiatric care and treatment which would be serious distrupted by movement to the general educational environment;

(iv) The program of psychiatric are and treatment in combination with the proposed homebound should permit the return of the child to the general educational environment at a specified date;

(v) A copy of a treatment plan for the child signed by the psychiatric is attached to the written report together with a statement by the psychiatrist that he or she will notify the school board if the treatment plan is significantly changed or discontinued.

(f) A written report summarizing the educational assessment must be prepared by the assessment teacher after consultation with the classroom teacher, promptly and no later than five operational days after completion of the educational assessment program. The written report shall contain:

(1) A recommendation of whether an individual evaluation should be conducted;

(2) The reasons for the recommendation;

(3) A summary of the information collected;

(4) The diagnostic/prescriptive program for any child being continued in the current educational setting; and

(5) A statement of whether the child's current teacher agrees or disagrees with the recommendation.

A copy of the written report must be sent routinely to parents of the child enrolled in the educational assessment program within five operational days after the written report has been completed and must be made available to and reviewed by the multi-disciplinary team which conducts an individual evaluation.

(g) For children currently enrolled in an approved non-public school program, a copy of the written report must be sent within five operational days of its completion to the parents and the principal or other designated official of the non-public school.

§ 425 Medical Assessment.

(a) Each parish or city school board must, in addition to providing the services described in Subparts 421-424, provide a complete assessment of the physical, mental or medical condition of a child suspected of being an exceptional child whenever recommended in writing by the Parish Supervisor. Parents must be given full and effective notice of such recommendation within five operational days after it is made.

(b) The Parish Supervisor shall recommend a medical assessment if he or she believes that the medical assessment will provide information relevant to a determination of whether an individual evaluation should be conducted. The medical assessment must be requested no later than five operational days after:

(1) The completion of the initial screening process;

(2) The completion of the second week of an educational assessment program; or

(3) A direct referral for individual evaluation has occurred.

(c) Extended absence from school of an unexplained medical nature is sufficient reason for the conduct of a medical assessment.

(d) No child may receive a medical assessment unless it is preceded by receipt of formal parental approval.

(e) The medical assessment must be scheduled within five operational days of receipt of formal parental approval.

(f) The medical assessment must be provided by one or more licensed physicians with appropriate specialized training and experience.

(g) The medical assessment must be conducted with, as necessary, specialized equipment and support services; transportation must be provided by the school board as needed.

(h) Upon completion of the medical assessment, a written report of the assessment certifying any special needs of the child must be prepared on forms, or in a manner, approved by the Department within five operational days and signed by the responsible physician. The report must be made available to and reviewed by any multi-disciplinary team which subsequently conducts an individual evaluation.

(i) Physicians providing medical assessment services to a child at the request of school boards must agree (and compensation must be contingent upon an agreement) to provide future assistance (for a customary fee) to any multi-disciplinary team which may be formed to conduct an individual evaluation of the child.

(j) The medical assessment must be conducted according to standards, developed by the Department after coordination with public and private care providers within the state, and jointly approved by BESE and the Secretary of DHHR. School boards are financially responsible for whatever costs of the medical assessment are not borne by the Department or DHHR pursuant to interagency agreement.

§ 426 Post-identification Decision.

An individual evaluation must be proposed for formal parental approval for any child who continues to be suspected of being an exceptional child in need of special education and related services by the Parish Supervisor, no later than five operational days following:

(a) The completion of child search activities (i.e. identification and location) if a decision is made that the child should not be entered into the initial screening process nor enrolled in the educational assessment program;

(b) The completion of an educational assessment program; or

(c) The completion of the initial screening process.

An individual evaluation shall also be conducted if a parent successfully challenges (utilizing the procedures set forth in Subparts 470-479 of this part) a decision made by a school board, following the completion of either the initial screening process or the educational assessment program, to discontinue further child identification activities.

§ 427 Formal Parental Approval.

(a) If an individual evaluation is proposed for a child who continues to be suspected of being an exceptional child after the completion of the child search activities, formal parental approval must be requested within five operational days after the decision to refer the child directly for an individual evaluation.

(b) If an individual evaluation or enrollment in an educational assessment program is proposed for a child who continues to be suspected of being an exceptional child after completion of the initial screening process, formal parental approval must be requested within five operational days after the date of completion.

(c) If an individual evaluation is proposed for a child who continues to be suspected of being an exceptional child after completion of an educational assessment program, formal parent approval must be requested at the same time the written report of the educational assessment is sent to parents.

§ 428-429 Reserved.

§ 430 Required Evaluation.

(a) An individual evaluation must be conducted consistent with the requirements of section (b) of this subpart whenever:

(1) It is proposed for a child as a post-screening decision pursuant to Subpart 426 of this part;

(2) It is requested in writing by the parent of a child currently enrolled in a special education program;

(3) A transfer or significant change in educational placement of a child is proposed by either the school board or the parent or both;

(4) A child is committed to a public or private residential facility by a court of the State of Lousiana following a determination by the court that the child is mentally ill, deficient or incompetent, or is emotionally disturbed and subsequently enrolled in Special School District #1;

(5) A child is currently enrolled in a special education program whose last individual evaluation occurred three or more years ago;

(6) For children enrolled in a special education program, where conditions warrant an individual evaluation, or it is requested in writing by the child's teacher or by the Parish Supervisor.

(7) A parent successfully challenges(pursuant to the requirements of Subparts 470-479 of this part) a decision by a school board to deny an individual evaluation;

(8) A school board successfully overrides (pursuant to the requirement of Subparts 470-479 of this part) the absence of formal parental approval.

(b) In each instance all reasonable efforts must be made by the school board to obtain formal parental approval. If, after twenty operational days from the date the parent is notified of the proposed evaluation, the parent has denied or failed to give formal approval for the individual evaluation, school board shall either:

(1) Determine that it erred in proposing the individual evaluation; or

(2) Commence the override procedure set forth in Subpart 476 of this part.

(c) The individual evaluation must be initiated within thirty operational days after:

(1) The formal parental approval requested by Subpart 427 of this part has been received;

(2) A written request from a parent, teacher or supervisor has been received;

(3) A court of the State of Louisiana has reached a final determination pursuant to Subpart 430 (a) (4) of this part;

(4) The third anniversary of the last individual evaluation is reached;

(5) A final written decision has been issued by a hearing officer, BESE or a court of competent jurisdiction requiring that an individual evaluation be conducted.

(d) School boards are allowed up to thirty additional operational days to initiate an individual evaluation of a child suspected of being an exceptional child if the Assessment Coordinator determines that the child has received an individual evaluation during the past year from any state or local educational agency, outside of the State of Louisiana, which at the time the evaluation was conducted was receiving funds under the EHA pursuant to an approved Annual State Program Plan but which did not meet all of the requirements of Subparts 431-439 of this part.

§ 431 Individual Evaluation Objectives.

The objectives of an individual evaluation are to:

(a) Determine whether a child is an exceptional child in need of special education and related services;

(b) Diagnose and evaluate the nature and extent of any needed special education and related services in sufficient detail and with sufficient supporting information to allow for the prompt development of the IEP;

(c) Identify those types of services (which may only be named generically) which could be provided to an exceptional child to enhance the child's ability to benefit from subsequent education or training or otherwise enhance opportunities for self-support or self-sufficiency, including elimination, reduction or prevention of dependency or inappropriate institutional care.

§ 432 Initial Activities.

(a) Consistent with the requirements of Subpart 430(b) of this part and before the initiation of each individual evaluation, the Parish Supervisor shall designate an Assessment Coordinator who will be responsible for the overall conduct of the individual evaluation. If contracted services are to be used to conduct the individual evaluation, the Assessment Coordinator shall be an employee of the contractor.

(b) The Assessment Coordinator shall review all pertinent information regarding the child to be evaluated, including the written report of any initial screening process, educational assessment program or medical assessment which has been conducted.

(c) The Assessment Coordinator shall, before initiation of the individual evaluation, appoint a multi-disciplinary team for the conduct of the evaluation to be chaired by the Assessment Coordinator.

(d) The multi-disciplinary team must be composed of persons, drawn from different disciplines, appropriate to a complete assessment of the suspected exceptionality. In all cases an educational consultant and a classroom teacher (or other instructional staff member) familiar with the child and knowledgeable with respect to the suspected exceptionally must be included on the team. In addition, the multi-disciplinary team must include persons certified as qualified examiners by the Department.

(e) Where a low incidence handicapping condition is the suspected exceptionality, the Assessment Coordinator must consider the desirability of utilizing a specialized statewide assessment center of the individual evaluation.

(f) Where a sensory or other physical impairment is the suspected exceptionality (or is among them), a physician with specialized training and experience in the diagnosis and treatment of the particular physical condition or, as appropriate, a licensed audiologist or optometrist, must be included on the team.

(g) Where mental retardation is the suspected exceptionality (or is among them), a psychologist certified by the Department who meets BESE approved standards, and, where appropriate, a licensed physician skilled in the diagnosis and treatment of neurological conditions must be included on the team.

(h) Where mental illness or emotional disturbance is the suspected exceptionality (or is among them) the team must include:

(1) A board certified psychiatrist, a licensed psychologist who meets the standards of the National Register for Health Service Providers in Psychology, a qualified mental health professional under the general supervision of a board certified psychiatrist or a licensed psychologist; and

(2) Where appropriate, a physician skilled in the diagnosis and treatment of neurological conditions.

(i) Speech pathologists, social workers, school counselors, school nurses, physical therapists and occupational therapists must be included on the team wherever appropriate to a full and accurate assessment of the needs of the child.

§ 433 Operation of the Multi-disciplinary Team.

(a) Each individual evaluation must be completed, with full attention to its comprehensiveness and thoroughness, within thirty operational days of its initiation unless an extension of time of no more than thirty additional operational days is approved in writing by the Department after a showing by the school board that unusual circumstances exist preventing completion of the individual evaluation in the specified time. No more than one extension may be approved in connection with a single individual evaluation. If a school board fails to meet the timeframes set forth in this section, it shall, within ten operational days thereafter, contract or otherwise arrange for a conduct of the individual evaluation solely from local financial resources.

(b) The overall determination of whether a child is an exceptional child and, if so, the nature of needed special education and related services, must be based on the most comprehensive assessment practicable and must reflect a compilation of information drawn from different assessment sources. The depth of the assessment in each area will vary based on the suspected exceptionality and the initial review of screening information conducted by the Assessment Coordinator. The weight given to each source area must be fully documented and a formal resolution must be made of any discrepancies between formal test results and the person's customary behavior and daily activities, and of any discrepancies among test results.

(c) The Assessment Coordinator is responsible for ensuring that full and complete records of information collected or generated in connection with an individual evaluation are maintained and that a report setting forth a full written explanation of the findings and the recommendations made by the multi-disciplinary evaluation team is prepared. The report must include a description of the

child's present level of functioning, a description of the needs of the child in rank order of importance and a recommendation of the types of services which should be provided for each listed need. If the report concludes that the child is emotionally disturbed, it must be accompanied by the signed statement of a board approved or board certified psychiatrist to that effect. Each member of the multi-disciplinary evaluation team shall certify in writing whether the report prepared by the team reflects his or her conclusions, and if not, must submit a separate statement presenting his or her conclusions. The report (and any required statements) must be prepared as promptly as possible following the completion of the individual evaluation and in no event later than ten operational days after completion.

(d) School boards may establish and maintain the multi-disciplinary team required for an individual evaluation by:

(1) Regularly employing all or some of the members of the team;

(2) Utilizing qualified examiners who are available from DHHR, the State Department of Corrections or other public agencies; or

(3) Contracting with individuals or organization for the services of some or all of the members of the team;

(4) Utilizing the services available from existing multi-disciplinary teams located in colleges and universities (subject to the availability of funds appropriated by the Louisiana Legislature to support such teams);

(5) Using a combination of the approaches listed above.

Regardless of the approach, school boards retain full responsibility for the conduct of the individual evaluation and any failure by an employee or contractor to meet any requirements of this part will be regarded as a failure by the school board to comply.

(e) Wherever possible, consistent with interagency agreements between the Department and DHHR, school boards shall accept for the purposes of determining whether a child is an exceptional child the results of evaluations, assessments or program entitlement determinations made within the preceeding twelve months by DHHR agencies providing services to exceptional children.

§ 434 Responsibilities of Multi-disciplinary Teams.

Members of the multi-disciplinary evaluation team must be responsible for all aspects of the individual evaluation including, but not limited to:

(a) Selecting, administering and interpreting tests and other evaluation materials;

(b) Defining pertinent information to be collected from the teacher in support of the teacher recommendation;

(c) Defining the nature and extent of a physical or medical examination which should be conducted and ensuring that a full and complete report of the findings of such an examination is prepared. The written report of a medical assessment, outlined in § 425 of this part, if conducted, must be reviewed as part of a physical or medical examination;

(d) Collecting all appropriate social and cultural background information related to each evaluation;

(e) Defining the measures of adaptive behavior to be used and collecting full and complete adaptive behaviour information from sources outside of the school;

(f) Synthesizing information collected from all pertinent sources, assigning the weight to be given to each and reaching an overall evaluative diagnosis and educational service prescription which forms a basis for IEP development;

(g) Ensuring the confidentiality of information collected during the individual evaluation; and

(h) Assisting those persons assigned responsibility for the development of an IEP for the person evaluated and for the placement decision which follows.

§ 435 Evaluation Content.

Each individual evaluation must include a full assessment of:

(a) Current and past academic performance including a comparison of the level of educational attainment of the child with the level appropriate for the same age. The assessment in this area must be predicated on:

(1) Information from aptitude and achievement tests(excluding group or unapproved individual IQ tests);

(2) Teacher assessment and/or assessment teaching;

(3) Observation of academic performance in the regular classroom setting (or other environment appropriate for observing a child of that age).

(b) The congruence of achievement and intellectual ability, i.e. whether a severe discrepancy between achievement and intellectual ability exists in one of the follpwing areas:

(1) Oral expression
(2) Listening comprehension
(3) Written expression
(4) Basic reading skill
(5) Reading comprehension
(6) Mathematics calculation
(7) Mathematics reasoning

and, if so, whether the discrepancy exists despite the provision of learning experiences appropriate for the child's age and ability levels. The Department will issue guidelines providing acceptible techniques for measuring the discrepancy for each type of exceptionality.

(c) Current physical and mental condition including:

(1) Emotional and psychological condition;
(2) Health, medical needs and nutritional state;
(3) Developmental needs;
(4) The need for adaptive or special physical education services; and
(5) The report of any medical assessment undertaken such as audiologic and visual assessment for deaf, blind and deaf-blind students.

(d) Personal attributes, abilities, disabilities, behavior (including adaptive behavior) and language and other communication skills and, to the extent appropriate, work behavior.

(e) Environmental factors including the child's social, economic and cultural background and the characteristics of family, home and social environments.

(f) The views of teachers and parents.

(g) A review of the written report of any educational assessment program conducted.

(h) The written report of any independent evaluation of the child.

§ 436 Evaluation Instruments.

(a) No single procedure may be used as the sole criterion for determining an appropriate educational program for a child. A variety of instruments and sources of information should be utilized.

(b) Tests and other evaluation materials used to assess the nature and extent of a suspected exceptionality and to assess general or specific areas of educational need, must be:

(1) Tailored to assess specific areas of educational need and not merely those which are designed to provide a single intelligence quotient;

(2) Recommended by their producer and validated adequately for the specific purpose(s) for which they are used;

(3) Appropriate for the age and stage of development of each person to whom they are administered;

(4) Free of racial, cultural, language or sex bias;

(5) Written in the native language or other mode of communication most familiar to the person being assessed (e.g., non-verbal intellectual assessment of deaf children) unless it can be demonstrated that it is infeasible to do so;

(6) Selected so as to best ensure that when a test is administered to a child with impaired sensory, manual or speaking skills, the test results accurately reflect the factor(s) the test purports to measure rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors the test purports to measure).

(c) No individual or group IQ tests may be administered as part of any individual evaluation, screening or assessment unless the test has been approved for the proposed use by BESE after a review of a formal request by the State Superintendent for such approval. The formal request must be accompanied by a report signed by the Superintendent which sets forth in detail and convincingly demonstrates that: (1) the tests, with respect to the use or uses proposed (for the racial and cultural groups specified) are free of racial and cultural bias, and (2) have been standardized with and are reliable and valid (for the uses specified) with respect to children of the specified racial and cultural groups. In no event shall an overall IQ score be calculated or recorded and in every case determinations of mental retardation shall be based on an assessment of a variety of factors including adaptive behavior and past and current development activities (e.g., indices or manifestations of social, intellectual, adaptive, verbal, motor, language, emotional and self-care development for age).

(d) The determination of the functional level should include, as appropriate, reflex testing and an assessment of motor and self-help skills.

(e) Testing batteries which have been developed by the Department, and approved by BESE, to diagnose a suspected exceptionality shall be utilized wherever available and appropriate.

§ 437 Administration of Tests and Materials.

(a) All tests and other evaluation materials must be administered:

(1) In the native language or other mode of communication most familiar to the person being assessed;

(2) In conformance with the administration instructions of their producer;

(3) And their results interpreted in a manner which does not improperly measure the level of sensory, manual or speaking skills of the person being assessed rather than the specified test objectives (e.g., achievement, intelligence);

(4) And interpreted by members of the multi-disciplinary evaluation team who are qualified examiners certified by the Department;

(5) And interpreted in a manner free from racial, cultural and sex bias.

(b) Information sufficient to permit a determination of the cultural compatability between the child and the test administrator and the testing (or other evaluative) environment must be included in the report of the multi-disciplinary team

§ 438 Waiver of Timeframe.

An extension of up to six months for the completion of an individual evaluation may be granted by the Department upon a showing by a school board (concurred in by DHHR) that specialized medical services needed to complete the evaluation are not available in the parish. If after six months the services have still not been made available, the Department will provide the services directly, through an interagency agreement with DHHR.

§ 439 Summer Recess

Whenever the initial evaluation of a child who is suspected of being an exceptional child and who is not currently receiving special education and related services is initiated (pursuant to Subpart 430 (c) of this part) within fifteen operational days of the end of the school year, the Assessment Coordinator may postpone the initiation of the evaluation to the first week of the next school year.

PROVISION OF SPECIAL EDUCATION AND RELATED SERVICES

§ 440 Appropriate, Free Public Education.

(a) Each school board must provide an appropriate, free, publicly supported education to every exceptional child who resides within its jurisdiction.

(b) The school board within whose geographic boundaries a foster home is located must immediately assume the responsibility for providing an appropriate free publicly supported education to and exceptional child who is placed in or transferred to such a foster home.

(c) An appropriate education is one which meets the individual educational needs of exceptional children as adequately as the needs of other children are met in the least restrictive educational setting (as defined in Subpart 443 of this part). An appropriate education necessarily involves the provision of regular or special education and necessary related aids or services.

(d) An appropriate education means special education and related services which must:

(1) Be provided in compliance with the requirements of this Regulation;

(2) Be provided under public supervision and direction; and

(3) Include preschool, elementary school, or secondary school education.

(e) A free education is defined in Subpart 462 of this part.

§ 441 Individualized Education Program.

(a) If as a result of an individual evaluation, a child is determined to be an exceptional child in need of special education and related services, school boards are required to develop within twenty operational days from the date of the written individual evaluation report a written individualized education Program (IEP) which sets forth the approach which will be taken to ensure that the child will be provided an appropriate free public education.

(b) If a child has already been determined to be an exceptional child in need of special education and related services and an individual evaluation of the child is not required pursuant to this part during the current school year, the IEP for the next school year must be developed no later than May 15 of the current school year.

(c) If a child is currently enrolled in Special School District #1, responsibility for compliance with all requirements of Subparts 441-449 shall be jointly on the Special School District and the school board, consistent with the requirements of Part 600 of this Regulation.

(d) At a minimum, the IEP must contain:

(1) A description of current educational performance and levels of individual functioning;

(2) A description of overall educational needs;

(3) Long-term educational goals and a description of the ultimate educational outcomes;

(4) A description of the criteria and evaluation procedures (and schedules) for determining whether goals are being met;

(5) A description of the specific educational environment in which the child is to be placed for the first year (or partial year) of the IEP and the reasons which make it the least restrictive environment possible;

(6) Annual educational performance goals for the child;

(7) A description of short term instructional objectives for the child which are measurable intermediate steps to attaining goals;

(8) A description of criteria and evaluation procedures for measuring progress toward objectives;

(9) A description of the specific special education and related services needed by the child, the number of months of instruction required, if greater than the regular school year, the manner in which those services will be provided and a timetable for providing them;

(10) An identification of those persons responsible for overall implementation and a description of the role and objectives of each agency participating in delivering services and all parties (including the person) in regard to the implementation of the plan;

(11) An identification of any anticipated barriers to accomplishing goals and objectives and a description of how such barriers will be overcome;

(12) An estimated cost of implementing the plan and wherever appropriate cost participation by individual;

(13) A description of personnel (including qualifications) necessary to provide services described;

(14) A description of the type of adaptive physical education services needed, if any; and

(15) The projected date for initiation of each type of service and the anticipated duration of each.

(16) An identification of need for a program of bilingual education (as defined in 45 CFR 123.02g).

(17) A description of any special instructional needs related to status as a currently or formerly migratory child (as defined in 45 CFR 116d.2).

(e) A format which has been approved by the Department for the development of the IEP during the 1978-79 school year is attached at Appendix III. Information required by this subpart but not included on the format should be maintained separately. A revised IEP format which includes all of the information required by this subpart shall be developed, approved and circulated by the Department no later than January 1, 1979.

(f) Revisions to the IEP developed in (b) above may be proposed at the beginning of the next school year in order to permit the involvement of the child's new teacher in the final development of the instructional program for the year and any modifications to the IEP necessary because of the effect of the summer recess on the child's projected educational level. Formal parental approval must be obtained before any modifications may be made to the IEP developed and approved in (b) above.

§ 442 IEP Development.

(a) Overall responsibility for the development of each IEP rests with the Parish Supervisor and the school board.

(b) The IEP shall be developed by staff of the school board working in concert with:

(1) The child's parent(s);

(2) The child's current teacher and/or school counselor and other relevant instructional staff;

(3) The Assessment Coordinator or other member of the multidisciplinary team knowledgeable about the child, the meaning of the evaluation data and the placement options;

(4) The Parish Supervisor or designee, knowledgeable about the costs of implementing a proposed plan;

(5) A representative of Special School District #1, where appropriate;

(6) A representative of a approved non-public school program, where appropriate.

(c) In the development of the IEP at least one meeting shall be held among the persons identified in (b) above no later than ten operational days after the written report of the individual evaluation been completed.

(d) In order to insure that one or both parent(s) of the child attends the IEP development meeting, school boards and Special School District #1 must provide parents full and effective notice sufficiently in advance of the meeting to permit attendance. The purpose, time, location and persons in attendance must be included in the notice and the meeting must be scheduled at a mutually agreed on time and place. If neither parent can be contacted or both refuse or fail to attend a meeting, other methods must be used to insure parent participation:

(1) Staff of school systems must make all reasonable efforts to meet personnally with one or both parents and provide full and effective communication, both orally and in writing, regarding the IEP objectives and procedures and the need for parental participation.

(2) If reasonable efforts to communicate in the manner described in (1) are unsuccessful, staff of school systems must make every effort to reach one or more parents by telephone, followed by registered letter, to discuss IEP objectives and procedures and the need for parental participation;

(3) If reasonable efforts to communicate in the manner described in both (1) and (2) are unsuccessful, staff of city and parish school districts shall issue a notice of intent to refer to child welfare. Referral will be made ten operational days after the notice is sent.

443 Educational Placement.

(a) The IEP must describe the proposed educational placement of the child for the first year (or part year) of IEP implementation. The placement recommendation must be made by the Parish Supervisor after a careful consideration of all information obtained during the individual evaluation and consultation with:

(1) The child's current teacher;

(2) The Assessment Coordinator or other person knowledgeable about the meaning of the evaluation data and the continuum of alternative placements available;

(3) The parent(s) of the child.

(4) The school board and contractor comply fully with all applicable state and federal laws and regulations governing the provision of services to children, the facility in which services are provided and the qualifications of the staff provicing services.

(f) Except as provided in (d) and (e) above, if placement of an exceptional child is proposed in an alternative setting listed at (5) - (12) in (b) above, educational environment, it must be proposed in the least restrictive alternative setting consistent with the IEP, with careful consideration given to the quality of services needed and to any potential harmful effect on the child and, in any event, as close as possible to the child's home. Placement may not be proposed if it would create in any one educational setting a chronological age span among children of more than three years. Parents may not waive any of the requirements of this Subpart.

(g) The placement of an exceptional child by a school board in a program of homebound or hospital instruction may be proposed only, if:

(1) The child currently possesses a physical impairment or illness which directly (or because of treatment required) precludes the movement of an individual from a hospital or home environment to the general educational environment; or

(2) The child consistent with the requirements of this part has been determined (after an individual evaluation) to be an emotionally disturbed child and:

(a) A board certified psychiatrist has certified in a signed written report filed with the Division that:

(i) The child is currently admitted to a full time inpatient program of psychiatric care and treatment in a hospital certified or licensed by the State of Louisiana; and

(ii) The psychiatrist believes that the continued participation of the child in the impatient program is necessary to the proper care and treatment of the child.

or (b) A board certified psychiatrist has certified in a signed written report filed with the Division that:

(i) The child is emotionally disturbed;

(ii) The child is being provided a program of continous psychiatric care and treatment which would be serious distrupted by movement to the general educational environment;

(iv) The program of psychiatric are and treatment in combination with the proposed homebound should permit the return of the child to the general educational environment at a specified date;

(v) A copy of a treatment plan for the child signed by the psychiatric is attached to the written report together with a statement by the psychiatrist that he or she will notify the school board if the treatment plan is significantly changed or discontinued.

(b) A proposed placement must be selected from the continuum of alternative placements available to the school boards. Schools boards may not decline to propose placement for a child or recommend to parents that a child be enrolled "voluntarily" in non-public school programs. At a minimum, the continuum must include:

(1) The regular classroom
(2) The regular classroom with consultation
(3) The regular classroom with resource teacher
(4) The regular classroom with itinerant resource teacher
(5) A self-contained special classroom with part-time instructor in regular class
(6) A self-contained special class (regular campus)
(7) A self-contained special class in a special day school facility
(8) Home bound/hospital instruction
(9) A residential program (i.e., referral to Special School District #1)
(10) A resource center for Gifted and Talented students
(11) Any combination of 1 - 10
(12) Cooperative special education and related services

(c) In selecting from the continuum of alternative settings, except as provided in (d) and (e) below, no exceptional child may be proposed for placement in any of the alternative settings listed at (5) - (12) of (b) above unless it can be demonstrated that the nature or severity of a person's exceptionality is such that education in regular classes (in the school the child would attend if not exceptional) with the use of supplementary aids and services cannot be achieved satisfactorily. The proposed placement (or assignment) of an educationally handicapped or slow learning child to any self-contained special class setting to which children are assigned on any non-random basis related to educational achievement, ability or potential (e.g., a homogerous ability group or track) shall be regarded as a placement in a self-contained special class (regular campus).

(d) The placement of a gifted and talented child in alternative (5), (6), (10) or in a combination involving 1 - 5 and 10 may be proposed where warranted by the particular educational needs of the child and the availability of suitable educational programs which are regular classroom based.

(e) Children both above and below the age at which public education is mandatory for children who are not exceptional may be provided services by a school board directly or through a general contractual arrangement between the board and a private or public organization (e.g., Day Development Center; Headstart Program) so long as:

(1) The only children of the given age receiving services are exceptional children;

(2) If the school board or contractor also enrolls children who are not exceptional, the principles set forth in this subpart are applied to determine placement within its instructional settings; and

(3) The school board retains (directly or through the contract) supervision, direction and control over the services provided by the contractor;

(h) If referral for residential placement to Special School District (DHHR) #1 is under serious consideration and it has been determined that the child could be provided an appropriate education without the treatment and care provided by a residential facility, school boards must, in order to fully investigate and rule out the possibility of community-based residential alternatives, contact the DHHR Coordinator in order to seek the assistance of DHHR agencies in exploring the availability of in-home support services and home substitute services. DHHR, and not the school board, should assess the suitability or desirability of current residential arrangements, family support and community-based residential alternatives. School boards may not propose the referral of a child to Special School District #1 for residential placement unless the school board attaches to the proposed IEP a written statement signed by the DHHR Coordinator stating that in-home services and support or alternative community-based residential care programs cannot be provided successfully because of the child's special needs. Children for whom placement in a residential school program is the least restrictive environment must be referred to Special School District #1 for residential placement.

(i) No child may be placed in or referred to a public school which is not part of an approved cooperative program, or Special School District #1 or an approved non-public school program located outside of the geographic boundaries of the school district without the express written approval of the Department.

(j) The placement of an exceptional child in a non-public day school program may be proposed by a school board only if:

(1) The IEP of the child requires the provision of essential instructional services which have not been and are not currently provided by the school board directly to any child; and

(2) The direct service provisions of Subpart 444 of this part do not require the establishment of instructional programs by the school board directly or through cooperative arrangements with other school systems; and

(3) The IEP does not propose that the child receive instruction in a regular classroom setting in a non-public school program; and

(4) The non-public day school program is approved; and

(5) The non-public day school program is not under the supervision or direction of any church or religious organizations.

Nothing in this subpart shall be construed to limit or restrict the obligation of school boards under subpart 450 of this part, to provide services to voluntarily enrolled non-public school children.

(k) The temporary admission of a child by Special School District #1 to a program of respite care or on an emergency basis shall not constitute a significant change in placement within the meaning of Subpart 430(a)(3) of this Part if it is made with formal parental approval and is limited to:

(1) No more than twenty operational days in the case of respite care;

(2) No more than the number of days allowed for emergency commitment (i.e., before court review is required) under the laws of the state.

(l) Standards defining those circumstances under which an environment other than the regular classroom would be the least restrictive educational environment shall be issued from time to time by the Department.

§ 444 Direct Services.

(a) Exceptional children for whom a self-contained special classroom (part or full-time) is the least restrictive environment must be placed in such a classroom:

(1) At the school they would normally attend, if there are a sufficient number of children in a particular category of exceptionality within an age span of three chronological years who live or whose parents live within the geographic attendance area of the school to justify the allocation of one teacher pursuant to the pupil/teacher ratios set forth in Appendix I.

(2) In a regular public school operated by the school board, if there are a sufficient number of children residing in the jurisdiction of the LEA, within an age span of three chronological years to justify the allocation of one teacher pursuant to the pupil/teacher ratios set forth in Appendix I.

(3) In a regular public school operated by a cooperative of school boards, if there are a sufficient number of children residing in the jurisdiction of school boards in a cooperative who do not meet either (1) or (2) above, to justify the allocation of one teacher pursuant to the pupil/teacher ratios set forth in Appendix I.

(b) Children for whom a self-contained special classroom in a special day school facility is the least restrictive environment must be placed in such a classroom:

(1) In the city or parish in which they reside, if there are seven groups of exceptional children residing within the city or parish, each of which contains a sufficient number of children in a particular category of exceptionality and within an age span of three chronological years to justify the allocation of one teacher pursuant to the pupil/teacher ratios set forth in Appendix I.

(2) In a special day facility operated by a cooperative, if there are seven groups of exceptional children residing in the jurisdiction of districts in the cooperative, each of which contains a sufficient number of children in a particular category of exceptionality and within an age span of three chronological years, to justify the allocation of one teacher pursuant to the pupil/teacher ratios set forth in Appendix I.

(c) School boards shall establish with the approval of the Division whatever cooperative programs are needed to meet the requirements of this part.

§ 445 IEP Approval and Placement Decision

(a) Whenever a child's IEP (including the proposed educational placement described in Subpart 443 of this part) has been completed (consistent with the timeframes established in Subparts 441(a) and (b) of this part), school boards must attempt to schedule a meeting between the Parish Supervisor (or designee), the child's parent(s), and receiving teacher at a mutually convenient time no later than ten operational days after IEP completion. The meeting must include a thorough discussion of the results of the child's individual evaluation, if recently conducted; the child's proposed IEP and the child's proposed educational placement. The Parish Supervisor must then request formal parental approval or state that the child's proposed IEP or educational placement will be modified (as a result of the discussion) within three operational days of the meeting, at which time formal parental approval will be requested.

(b) The parent(s) of the child must be provided full and effective notice of the meeting and all reasonable efforts must be made by the Parish Supervisor, as provided in Subpart 442(d)(1) and (2) of this part, to ensure parental participation.

(c) A copy of the proposed IEP (including the proposed educational placement) signed by the Parish Supervisor and a teacher to be assigned under the proposed educational placement must be given to parent(s) at the same time full and effective notice of the meeting is provided.

(d) In lieu of attending the meeting, a parent who has received full and effective notice and a copy of the proposed IEP may choose to provide formal parental approval (or denial of approval) without attending the meeting.

(e) If a board complies with the requirements of this subpart and is unable to provide full and effective notice to a parent or obtain either formal parental approval or denial of approval, the procedures set forth in Subpart 442 of this part must be followed.

(f) If after twenty operational days, formal parental approval has not been given (or has been denied), school boards shall follow the procedures described in Subpart 430(b) to determine whether to attempt to override the absence of informal parental approval.

§ 446 IEP Implementation and Placement.

(a) For children not currently receiving services under an IEP consistent with the requirements of this part, the IEP must be implemented and educational placement must be made within ten operational days after:

(1) The written formal parental consent described in Subpart 445 of this part has been received;

(2) A final written decision has been issued by a hearing officer, BESE or court of competent jurisdiction following either a successful parental challenge to the IEP or educational placement, or a successful override by a school board of the absence of consent.

(b) For children currently receiving services under an IEP consistent with the requirements of this part, the IEP developed and completed before May 15 of the current year must be implemented (and the educational placement made) no later than the first day of school of the next full term.

(c) School boards must provide all services called for by each IEP and whatever additional services are needed to support its successful implementation.

(d) The following services must be included in the IEP where necessary to accomplish comparability of outcome between exceptional children and children who are not exceptional in meeting individual educational needs:

(1) Classroom instruction

(2) Instruction in non-classroom settings including homebound instruction

(3) Social and personal habilitation services

(4) Pre-school stimulation

(5) Other specially designed instruction

(6) Physical therapy

(7) Occupational therapy

(8) Recreation or recreational therapy

(9) Speech pathology

(10) Audiology

(11) Athletics

(12) Diagnostic and evaluative medical and health services

(13) School health and nutrition services

(14) The provision of prosthetic, orthotic or other assistive devices and related services

(15) Post-institutionalization follow-along services

(16) Pre-vocational and career development services

(17) Psychological services

(18) Counseling services

(19) Social and social work services

(20) Interpreter and reader services

(21) Parent counseling and training

(22) Facilitating services, including transportation

(23) Room and board (when residential placement)

(24) Non-medical care (when residential placement)

(e) Non-academic and extracurricular services and activities (including counseling, physical recreational athletics, intramural and interscholastic athletics, transportation, health services and clubs) must be offered in a way which allows equal opportunity for exceptional children to participate in services and activities.

(f) Non-academic and extracurricular services, meals and recess periods must be provided in the most integrated setting appropriate to the needs of the child.

(g) Handicapped children must be provided an equal opportunity for participation in physical education courses and interscholastic, club or intramural athletics sponsored by the school board.

(h) Physical education services (including specially designed services when necessary) must be provided to handicapped children in the regular physical education program and may not be different from those provided other children, unless:

(1) The child is enrolled full time in a separate facility or needs specially designed physical education (consistent with the description called for by Subpart 441(d) of this part); and

(2) A separate physical education setting in the least restrictive environment; and

(3) No qualified handicapped person is denied opportunity to compete for teams or to participate in courses that are not different.

(i) School boards which operate a preschool education or day care program or activity may not exclude exceptional persons and must take into account the need of these persons in determining the aids, benefits or services to be provided.

(j) School boards which operate an adult education program or activity may not exclude exceptional persons and must take into account the need of these persons in determining the aids, benefits, or services.

(k) School boards are responsible for insuring that services provided children in residential facilities in which they are placed or in which placement is proposed conform, with respect to educational programs, to the requirements of this regulation and standards issued by the Department with the approval of BESE. School boards must also insure that such facilities conform to all applicable requirements established by DHHR and the State Department of Corrections.

(l) School boards may provide special education services for children under three years of age who have serious handicapping conditions which, if untreated, could become greatly compounded by school age.

(m) School boards must prepare a progress report related to the instructional objectives specified in the IEP for each exceptional child and must include it with, in, or in lieu of the parent report prepared by the school board for all elementary and secondary students.

(n) School boards must consistent with the requirements of the public school accountability and assessment program, regularly assess the proficiency and performance of exceptional children receiving services, the educational and cost effectiveness of instructional programs utilized, and the performance of public school personnel providing services under this part.

§ 447 IEP Revision and Review of Placement.

(a) The IEP must be reviewed and updated annually. The review and revision of the IEP must be completed no later than May 15 and reevaluations must be scheduled accordingly.

(b) During the annual review, the description of current educational performance in the IEP must be updated and the overall educational needs, long-term educational goals and related evaluation standards and procedures must be reassessed and appropriate modifications made. School boards are required to rewrite sections of the IEP only to the extend necessary to update or modify the plan.

(c) The IEP must be revised, on the basis of the annual review and with procedural safeguard requirements, to propose the change in educational placement (and the concommitantly required individual evaluation) of each child:

(1) Currently enrolled in a self-contained special classroom in a regular public school facility to placement in the regular classroom (with supportive services);

(2) Currently enrolled in a self-contained special classroom in a special day school facility to a self-contained special classroom in a regular public school facility or to a less restrictive environment;

(3) Currently enrolled in special School District #1 or an approved non-public school residential program to a self-contained special classroom in a special day school facility (with appropriate community based residential care) or to a less restrictive environment;

(4) Currently assigned to any non-public day school to a public day school;

unless in the judgment (documented in writing) of the school board:

(1) The child is virtually certain to be unable to function in the less restrictive (or public) environment because of educational needs and personal characteristics; and

(2) The child's current IEP represents the most affirmative strategy appropriate to the needs of the child for educational development and has produced a marked increase in the acquisition and development of knowledge and educational skills.

(c) The IEP shall be revised annually to shift the placement of children to schools nearer their home whenever required by the direct service requirements set forth in Subpart 444 of this part.

§ 448 Discipline.

An exceptional child may not be expelled or suspended from school or otherwise subjected to disciplinary treatment if the behavior for which action is being taken is related to the child's exceptionality. Where an exceptional child is so disruptive in the regular classroom that the education of other students is impaired, the needs of the child cannot be met in that environment. Accordingly, regular placement would not be the least restrictive environment appropriate to the needs of the child and a review of the child's IEP and placement described in Subpart 447 of this part must be undertaken.

§ 449 Summer Program.

(a) The individualized education program described in Subpart 441 of this part shall provide for continuous (i.e., twelve month) instruction (uninterrupted by the regular summer recess) whenever:

(1) Continuous instruction is likely to be necessary in order to sustain with only minor regression current important educational skills and information retention;

(2) Continuous instruction is likely to permit an exceptional child to more closely approximate over time the educational development of children who are not exceptional; or

(3) Continuous instruction is necessary to provide maximum instructional continuity (at least six consecutive months of instruction where possible) for an exceptional child who is also a migrant child.

(4) Residential placement is proposed for the child.

(b) The extension of an IEP for a ten to twelve month instructional program shall not result in any more restrictive change in placement on the continuum of alternative placements nor shall it constitute a basis for any deviation from any other educational placement requirement of Subpart 443 of this part. However, the increased isolation of exceptional children which could result from the operation of an instructional program for exceptional children during a period of time when non-exceptional children are not attending school would not violate any requirements of this Regulation.

SERVICES TO NON-PUBLIC SCHOOL CHILDREN

§ 450 General.

(a) School boards who place an exceptional child in or refer an exceptional child to an approved non-public school program must provide the approved non-public school program whatever resources are necessary to provide the child and the child's parents with all of the rights,

privileges, and services established by this part. School boards remain fully and directly responsible for the complete compliance of the education program being provided with the requirements of this part.

(b) School boards are not responsible for providing basic instructional services to voluntarily enrolled non-public school children.

(c) School boards must operate a program of supplemental instructional services and related services which provides voluntarily enrolled non-public school children with general opportunities to participate in special education and related services designed to meet the needs of voluntarily enrolled non-public school exceptional children residing in the jurisdiction of the board, consistent with the number of those children and their needs.

(d) Services provided by school boards must be designed to meet the special educational needs of exceptional children rather than the needs of the non-public school or its student body at large. The responsibility for providing basic appropriate instructional services for children rests with the approved non-public school program. These requirements must not serve to replace basic educational obligations owed by approved non-public school programs to their pupils but only to support and supplement existing good faith efforts in that regard.

(e) School boards are required to determine on an aggregate basis the needs of voluntarily enrolled non-public school children for special education and related services in excess of those which would be met by an appropriate existing level of instruction. School boards must identify:

(1) Those children to whom services will be provided on a basis comparable to that used for public school exceptional children served by the voluntarily enrolled non-public school children; and

(2) The types of special education and related services which will be provided.

(f) An IEP must be developed and implemented for each voluntarily enrolled non-public school child who receives special education and related services from a school board consistent with the requirements of Subparts 441 and 442 of this part. School boards are responsible for ensuring participation by representatives of the approved non-public school in IEP development on the same terms and conditions set forth for parent participation under Subpart 442(d) of this part. Any sustained failure or refusal by a non-public school to participate shall be reported to the Division immediately.

(g) The type of services provided by school boards to voluntarily enrolled non-public school children may differ from those provided to public school children only if:

(1) The services provided to voluntarily enrolled non-public school children are comparable in quality, scope and opportunity for participation to those provided to public school children with needs of equal importance; and

(2) The differences in services (from those provided to public school children) are necessary to meet the needs of participating voluntarily enrolled non-public school children;

(h) Services may be provided by school boards through arrangements such as:

(1) Dual enrollment;

(2) Educational radio and television;

(3) Mobile educational services and equipment.

Services may be provided by public school personnel in non-public school facilities only to the extent necessary to provide such

services effectively and only if the same services are not normally provided by the non-public school.

(i) Services must be provided under the continuing administrative control and direction of the school board and, if provided in public school facilities, may not be provided in classes segregated on the basis of school enrollment or religious affiliation.

(j) Services may be provided jointly with another school board where a non-public school enrolls children from both school systems and the non-public school is located in one of the school systems.

(k) Public funds may not be used to:

(1) Pay the salaries of teachers or other employees of non-public schools except for services provided outside of their regular hours of duty and under public supervision and control;

(2) Construct non-public school facilities;

(3) Purchase equipment placed on non-public school premises for more than twenty operational days during any twelve month calendar period;

(4) Purchase equipment the title to which or administrative control over which is exercised by the non-public school;

(5) Finance the existing level of instruction in the non-public school; or

(6) Confer any benefit, directly or indirectly, upon the non-public school.

§ 451 Child Identification.

Each school board must ensure that each child who resides within the jurisdiction of the school board who is voluntarily enrolled in any non-public school program:

(a) Is included in the child search conduct pursuant to Subpart 410 of this Part;

(b) Is identified pursuant to Subparts 411-415 of this Part;

(c) Receives all appropriate post-identification services established by Subparts 420-425 of this Part including where required by Subpart 430(a) of this Part an individual evaluation which meets the requirements of Subparts 430-438 of this Part.

§ 452 Training of Personnel for Initial Screening.

Training must be provided by the Department to personnel of approved non-public schools who are responsible for implementing the initial screening process established by Subpart 423 of this part.

§ 453-459 Reserved

§ 460 Geographic Accessibility

Educational programs and services required in each IEP must be geographically accessible to a child. The educational placement must be made as close to the child's home as possible.

§ 461 Architectural Barriers and Program Accessibility

(a) Facilities used by school boards, directly or through contractual arrangement, must be accessible to and usable by exceptional persons. Architectural barriers must not prevent an exceptional child from being educated in the least restrictive educational environment as defined in Subpart 443 of this part.

(b) New facilities or parts of facilities:

(1) May not be approved for construction unless and until the Department and BESE give express written approval on the basis of a satisfactory showing by a school board that adequate provision has been made for the access needs of exceptional children;

(2) Must be designed and constructed in a manner which results in their being readily accessible to and usable by exceptional persons;

(3) Which are altered for the use of the school boards must be altered to the maximum extend feasible in a manner which results in the altered portion of the facility being readily accessible to and usable by exceptional persons;

(4) Must insure a level of accessibility provided by or equivalent to that provided by the American National Standards Institute (ANSI) standards.

(c) Program accessibility (i.e., where each program or activity, when viewed in its entirety, is readily accessible to handicapped persons) must be ensured in all existing facilities.

(1) Program accessibility may be accomplished through the following methods:

(i) Redesign of equipment;

(ii) Reassignment of classes or other services to accessible buildings;

(iii) Assignment of aides to children;

(iv) Home visits;

(v) Delivery of health, welfare or other social services at alternate accessible sites;

(vi) Alteration of existing facilities; or

(vii) Other methods.

(2) The method for accomplishing program accessibility which offers programs and activities to persons in the most integrated setting appropriate must be selected.

(3) Structural changes in facilities:

(i) Do not need to be made where other methods effectively ensure program accessibility;

(11) Must be made as expeditiously as possible and no later than June 3, 1980, and must be described in detail in a transition plan filed with the Office for Civil Rights, U.S. Department of Health, Education and Welfare.

(d) All non-structural changes necessary to ensure program accessibility must be made immediately.

§ 462 Provision of a Free Education

(a) The provision of a free education is the provision of educational and related services at public expense without cost to the person (or parents), except for those fees that are imposed on a non-handicapped person, and may consist of the provision of free services or the payment of the costs of the program.

(b) All educational services, room and board and non-medical care must be provided at public expense for a person placed in or referred to a certified non-public school program, or placed in or referred to Special School District #1 or a certified non-public school residential program.

(c) Whatever state, local, federal and private sources of support are available may be used to provide an appropriate, free public education, including joint agreements between agencies for sharing the cost of those services.

(d) An independent educational evaluation must be provided at public expense if a parent disagrees with an individual evaluation conducted by the school board and the school board either fails to initiate or fails to prevail in a hearing to show that its evaluation is appropriate, or if an independent educational evaluation is requested by a hearing officer, BESE or court of competent jurisdiction pursuant to the provisions of Subparts 476-478 of this part. If provided at public expense, the independent evaluation must be provided consistent with the requirements of Subparts 431-439 of this part.

(e) The costs of enrolling an exceptional child in a certified non-public school program may be borne from public funds only where the documented costs of enrollment and attendance at the non-public school or facility are less than the costs which would be incurred for the same services in a public school or publicly owned or operated facility.

§ 463 Transporation Costs

Transportation must be provided in order to assure access of persons to services. School boards, Special School District #1 and cooperative programs must provide whatever transportation is necessary to implement a child's IEP. With respect to a child placed in or referred to a program not operated by the school board, any cost of providing transportation to such program which is in excess of the cost that would have been imposed on the child if the child were placed in the program operated by the school board must be assumed by the school board.

§ 464-469 Reserved.

PROCEDURAL SAFEGUARDS

§ 470 Full and Effective Notice

Full and effective notice is written notice which:

(1) Contains a full explanation of all the procedural safeguards available to the parents including confidentiality requirements;

(2) Describes the proposed (or refused) action, and explanation of the reasons for such action and a description of any options which were considered and rejected;

(3) Describes each evaluation procedure, test, record or report used as a basis for the action and any other relevant factors;

(4) Identifies the employee or employees of the school board who may be contacted;

(5) Is written in language understandable to the general public and provided in the native language of the parent or other mode of communication used by the parent unless clearly infeasible; and

(6) Is also communicated orally (where necessary) in the native language or other mode of communication so that the parent understands the content of the notice.

§ 471 Formal Parental Approval

(a) Formal parental approval (or disapproval) is written approval (or disapproval) of a proposed action which is made by a parent who:

(1) Has been fully informed of all information relevant to the activity for which approval is sought, in his or her native language or other mode of communication; and

(2) Understands that the granting of approval is voluntary and may be revoked at any time.

(b) Formal parental approval for the release of documents pursuant to the confidentiality requirements of Subpart 473 of this part must also be made by a parent who understands and agrees in writing to the carrying out of the activity in a document which describes the activity and lists the records which will be released

§ 472 Rights of Exceptional Children

Exceptional children (and their parents on their behalf) have the right to:

(a) Non-discrimination on the basis of handicap;

(b) Be provided a free appropriate public education;

(c) Receive an independent educational evaluation:

(1) At public expense if the child, where appropriate, or the parent disagrees with an evaluation obtained by a public agency and the school board agrees with the parent, or if it is requested by a hearing officer;

(2) At private expense, if the parent disagrees and the school board does not agree with the parent, but is unsuccessful in a hearing proceeding brought by the school board (or Special School District #1), or if the parent acts on his or her own initiative;

(d) Have careful consideration given to the results of an independent evaluation by the school board (or Special School District #1) with respect to the provision of an appropriate public education;

(e) Inspect and review all relevant records with respect to the identification, evaluation and placement of the child and the provision of an appropriate free public education;

(f) Initiate a hearing on any action for which notice is required but formal parental approval is not required;

(g) An impartial hearing with opportunity for direct participation, representation by counsel, and other procedural rights;

(h) Present complaints to the school board and/or the Department relating to the identification, post-identification decisions, evaluation or educational placement, or to the provision of an appropriate free public education;

(i) Remain, if already enrolled, in the current educational placement, pending final decision of the hearing and review process, unless the parents and agency agree otherwise;

(j) Be placed, if not enrolled, and with the consent of the parents, in the public school program operated by a school board until a final decision of the hearing and review process;

(k) Have a surrogate parent assigned by the school board where appropriate;

(l) Be provided with a copy of the full written explanation and findings of the individual evaluation as soon as it is completed together with a full oral explanation (effectively communicated) of both the findings and the recommendations;

(m) A personal consultation with a member of the multi-disciplinary team;

(n) Full and effective notice of proposed actions as provided in this part;

(o) Provide formal parental approval or disapproval as provided in this part; and

(p) Be informed of any free or low-cost legal and other relevant services available upon request or if a hearing is initiated;

(q) Know the qualifications of the teacher or teachers to be assigned under any proposed educational placement.

§ 473 Confidentiality of Information

(a) Each school board must permit parents to inspect and review any records directly relating to their children which are maintained by the school board or by a party acting for the school board.

(b) School boards must comply with a parental request to inspect and review records without unnecessary delay and before any meeting regarding an individualized education program or hearing relating to the identification, evaluation, or placement of the child, and in no case more than thrity operational days after the request has been made. The right to inspect and review education records under this Subpart includes:

(1) The right to response from the school board to reasonable requests for explanations and interpretations of the records;

(2) The right to request that the school board provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and

(3) The right to have a representative of the parent (authorized in writing) inspect and review the records.

(c) The school board may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

(d) The school board must keep a record of parties obtaining access to education records (except access by parents and authorized employees of the board), including the name of the party, date access took place, and the purpose of the authorized use.

(e) If any education record includes information on more than one child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.

(f) The school board shall provide parents, on request, a list of the types and locations of education records collected, maintained or used by the board.

(g) The school board may charge a fee for copies of records which are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.

(h) A parent who believes that information in the education records is inaccurate or misleading or violates the privacy or other rights of the child, may request the school board to amend the information. The school board must decide whether to amend the information as requested within a reasonable period of time of receipt of request. If the school board decides to refuse to amend the information, it must inform the parent of the refusal and advise the parent of the right to a hearing. The hearing and review process must be available to parents seeking to amend information in the education records where the school board refuses to make such amendments.

(i) Formal parental approval must be obtained before personally identifiable information is:

(1) Used for any purpose other than meeting a requirement under these regulations; or

(2) Disclosed to anyone other than officials of participating agencies collecting or using information for the purposes of the activities described in this Regulation.

(j) School boards must not release information from education records to participating agencies without formal parental approval unless the disclosure is consistent with all applicable federal statutes.

(k) School boards must protect the confidentiality of personally identifiable information at collection, storage disclosure and destruction stages. One person designed by the school board must assume responsibility for insuring the confidentiality of any personally identifiable information; all persons collecting or using personally identifiable information must receive training or instruction regarding the policies and procedures set forth in this subpart. School boards must maintain, for public inspection, a current listing of the names and positions of the employees who may have access to personally identifiable information.

(l) School boards must inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, phone number, grades, attendance record, classes attended (including the annual IEP) grade level completed, and year completed may be maintained without time limitation.

(m) Information contained in the IEP or individual evaluation must not be available to the public and must be available to the professionals in need of such information in connection with the responsibilities established by this Regulation consistent with the requirements of this subpart and existing federal and state laws governing such information.

(n) The provisions of this subpart expressly extend to any records of other information collected or maintained by any agency, organization or person in connection with an individual evaluation.

§ 474 Surrogate Parents

(a) Whenever a school board after repeated and reasonable efforts is unable to identify and locate a parent of an exceptional child, or of a child suspected to be an exceptional child, or whenever a child is a ward of a court, the school board must assign an individual to act as surrogate parent who may represent the child in all matters relating to the identification, individual evaluation and educational placement of the child and the provision of an appropriate free public education.

(b) A method for determining whether a child needs a surrogate parent and for assigning a surrogate parent must be developed and implemented by each school board in a manner which insures:

(1) A person assigned as a surrogate parent has no interest that conflicts with the interests of the child, and is not a present or past employee of the school board involved in the education or care of the child; and

(2) The person assigned has knowledge and skills that insure adequate representation of the child.

(c) Payment of fees for service as a surrogate parent does not, in and of itself, render a person an employee.

§ 475 Conciliation

Whenever a school board refuses to conduct an individual evaluation requested by a parent, disagrees with a parent about the conclusions reached through an individual evaluation, refuses to make a placement or change of placement requested by a parent, or refuses to make changes in an IEP requested by a parent, the school board must make all reasonable efforts consistent with its obligations under this part to resolve informally any ongoing disputes between the parent and the school board.

§ 476 Initiation of Hearings.

(a) Hearings may be initiated by the parent of an exceptional child or a child suspected of being an exceptional child, by sending a written request for hearing to the Parish Supervisor, if the parent disagrees with any action taken by a school board for which full and effective notice to parents is required by this part and for which formal parental approval is not required. The Parish Supervisor must acknowledge receipt of the written request within three operational days of actual receipt.

(b) Hearings may be initiated by a school board by providing full and effective notice to parents in any instance where, after reasonable efforts at conciliation (as defined in Subpart 475 of this part), a parent either fails to provide a formal written approval of a proposed action, or provides a formal disapproval.

(c) Whenever a hearing is initiated, full and effective notice of the initiation of the hearing must be provided to any affected public or non-public school personnel.

(d) The written notice of hearing shall include:

(1) A statement of the time, place and nature of the hearing;

(2) A statement of the legal authority and jurisdiction under which the hearing is to be held;

(3) A reference to the particular sections of the statutes or regulations involved;

(4) A short and plain statement of matters asserted.

(a) A hearing must be conducted by the school board at a time and place which is reasonably convenient to the parents and the child involved.

(b) Both parties to a hearing must have the right:

(1) To respond and present evidence, confront, cross-examine and compel the attendance of witnesses;

(2) To obtain a written or electronic verbatim record of the hearing;

(3) To obtain written findings of fact and decisions;

(4) To appeal the decision of a hearing to BESE and to any court having jurisdiction;

(5) To prohibit the introduction of any evidence at the hearing which has not been disclosed at least five operational days before the hearing; and

(6) If parents, to have the child present and/or to have the hearing open to the public.

(c) The hearing decision must be reached (and a copy mailed to each party) not later than thirty operational days after the receipt of a request for a hearing, unless a specific extension of time, requested by a party, is granted by the hearing officer for good cause shown. A decision made in the hearing is final unless an appeal is taken.

(d) Any party to a hearing has the right to be accompanied and advised by counsel and by individuals with special knowledge or training with respect to the problems of exceptional children.

(e) Any affected school personnel shall have the right to submit a written statement, appear at the hearing and present a brief oral statement.

§ 478 Hearing Officers

(a) A proposed hearing officer must be selected by the Parish Supervisor within five operational days of initiation of the hearing, from a list, established and maintained by the Department pursuant to Subpart 240 of this part, for the region in which the school system is located or for an adjacent region.

(b) After selecting a proposed hearing officer, the Parish Supervisor must, within three operational days, give the parent(s) full and effective notice of the name of the proposed hearing officer.

(c) The parent may upon receiving notice of the proposed hearing officer, and at the parent's discretion, automatically disqualify the person proposed by the Parish Supervisor. The parent must notify the Parish Supervisor of such a decision within five operational days from receiving notice of the name of the proposed hearing officer.

(d) If a parent chooses to automatically disquality the proposed hearing officer, the Parish Supervisor must within three operational days designate another person from the relevant lists to serve as a hearing officer. The person so designated shall serve in the capacity unless the parent successfully demonstrates to staff of the Division that the person so designated is not impartial, whereupon the Parish Supervisor must designate another person from the relevant lists.

§ 479 Costs

School boards must, upon request, reimburse any affected public school employee for the reasonable mileage and other actual expenses incurred by the employee, including the cost of legal counsel, which are reasonably related to participation in a hearing required under this part.

§ 480 Reserved

§ 481 Appointment of Supervisor of Special Education

Each school board must employ a Supervisor of Special Education on a full or part-time basis no later than the effective date of this Regulation.

§ 482 In-Service Training

Each school board must participate fully in the preparation and implementation of the state comprehensive personnel plan. In this regard, each board must provide continuous in-service training to staff identifying, evaluating, and placing exceptional children, and/or providing special education and related services to exceptional children. In service training must be coordinated with any plan required under the public school accountability and assessment program for employees.

§ 483-484 Reserved

§ 485 Non-Discrimination in Employment

Each school board must comply with all of the requirements governing non-discrimination in employment set forth in Subpart 290 of this Regulation.

§ 486 Affirmative Action

(a) Each school board must submit to the Department a plan to take affirmative action with respect to multi-disciplinary evaluation teams to employ and advance in employment minority, female and qualified handicapped employees and potential employees.

(b) Affirmative action efforts must occur at all levels of employment and must apply to all employment practices including, but not limited to: hiring, upgrading, demotion or transfer, recruitment or recruitment advertising, layoff or termination, rates of pay or other forms of compensation, and selection for training.

(c) All personnel process must be reviewed to determine whether:

(1) The present procedures assure careful, thorough and systematic consideration of the job qualifications of minority, female and known handicapped applicants and employees for job vacancies filled either by hiring or promotion, and for all training opportunities offered or available. To the extent necessary, a description of how personnel procedures must be modified must be included in the affirmative action program; and

(2) Their personnel programs provide the required affirmative action for employment and advancement of minority, female and qualified handicapped individuals.

(d) Based upon the findings of the reviews described in (c) above, appropriate outreach and positive recruitment activities, must be undertaken consistent with size and resources of the employer and the extent to which existing employment practices are adequate.

(e) The Department must no later than thirty calendar days after the effective date of this Regulation distribute an approved format or formats for use in preparing the affirmative action plan required by this subpart.

§ 487- Reserved

§ 488 Master Plan.

Each school board shall submit any information required by the Department (including a local master plan developed consistent with the standards established by the Department) pursuant to Subpart 298 of this Regulation no later than August 31, 1979. The preparation and submission of any local master plans shall be done in conformance with the requirements of Subpart 330(a)(5) - (12) of this Regulation.

§ 489 Reserved.

ADMINISTRATIVE MATTERS

§ 490 Self-Evaluation

Each school board must complete a comprehensive self-evaluation on or before the first anniversary of the effective date of this Regulation. In order to carry out such a comprehensive self-evaluation, each school board must with the direct involvement of interested persons and organizations, including exceptional persons or organizations representing exceptional persons:

(a) Evaluate its current policies and practices and the effects thereof on handicapped persons;

(b) Modify any policies and practices that are unlawful under this Regulation or under applicable federal regulations;

(c) Take appropriate remedial steps to eliminate the effects of any discrimination that resulted from past adherence to these policies and practices;

(d) Maintain on file for three years following the completion of the self-evaluation, available for public inspection, a list of interested persons consulted, a description of areas examined and any problems identified , and a description of any modifications made and any remedial steps taken, and

(e) Solicit assistance from other state and parish agencies providing assistance to exceptional children.

§ 491 Transfer of Funds.

(a) A school board may receive P.L. 89-313 funds to serve a handicapped child if:

(1) The handicapped child left an educational program for handicapped children in Special School District #1 in order to participate in a program operated or supported by the school board.

(2) The child continues to receive an appropriately designed educational program; and

(3) The Department transfers the funds generated by the child under this part to the school board.

(b) If a handicapped child counted under this subpart ceases to be enrolled in the school district, the school board shall notify the Department and the Department shall require that the school board either retain the P.L. 89-313 funds generated by that child, to be used for other handicapped children enrolled in the district; or return all or a portion of the P.L. 89-313 funds to Special School District #1.

(c) If all handicapped children counted under this subpart cease to be enrolled in the school district, no P.L. 89-313 funds shall be transferred to the school board.

§ 492. Assurance of Compliance

In connection with each annual application for state and federal financial assistance, each school board must sign a written assurance that the pre-school, elementary and secondary program operated by the board is currently in compliance and will, in the future, be operated in compliance with this Regulation and any applicable federal regulations.

§ 493 Annual Application

(a) On or before June 1 of each year, each school board must submit an application for special education funds to the Division which sets forth a request for all State and State-administered federal funds sought by the, school board to provide an appropriate free public education and all necessary special education and related services to exceptional children enrolled in the school system or within the jurisdiction of the school board for each of the next three school years.

(b) The annual application must be submitted on forms issued by the Department with BESE approval, and must contain any request which the school board intends to make forfunds under any of the designated state and federal categories.

(c) The annual application must be approved by the school board before submission to the Division.

(d) The annual application must include:

(1) A description of procedures used to insure that all children residing within the jurisdiction of the school board who are exceptional and in need of special education and related services are identified, located and evaluated;

(2) A description of the practical method used by school boards to determine which exceptional children in need of special education are, and are not, currently receiving needed services;

(3) School board policies and procedures which insure that confidentiality requirements are met;

(4) A stated goal of providing full educational opportunity to all exceptional children, aged birth through twenty-one, with a detailed timetable of the kind and number of facilities, personnel and services necessary to meet the goal and procedures for participation by, and consultation with, parents or guardians of exceptional children;

(5) A description of procedures for the implementation and use of the comprehensive system of personnel development

(6) A description of procedures to ensure that exceptional children are placed in the least restrictive environment;

(7) A description of the types of alternative placements available to exceptional children and the number of exceptional children within each category who are served in each type of placement;

(8) Procedures to ensure that each IEP is developed and implemented;

(9) A description of how each type of funds will be used;

(10) A description of the kind and number of facilities, personnel and services necessary to meet the goal of full educational opportunity;

established pursuant to Subpart 496 of this Regulation; and

(12) Assurances that:

(i) EHA funds will be used only for exce.s costs and to supplement and not supplant state and local funds;

(ii) Services comparable to those provided other exceptional children will be provided from state and local funds to children receiving EHA funds;

(iii) Information will be furnished to the Department which is necessary to enable the Department to carry out its responsibilities;

(iv) Required records will be maintained and made available;

(v) Local policies will be consistent with federal and state laws;

(vi) The procedural safeguards established by this Regulation will be implemented;

(vii) The school board will comply with this Regulation and Section 504;

(viii) The annual application and all documents related to it have been and are available to parents and the general public; and

(ix) All required evaluations and reports will be made available to the public.

(e) The procedures set forth in Subpart 330(a) of this Regulation relating to public involvement in the preparation of the State Annual Program Plan are applicable to school boards in the development and submission of the Annual Application, except that requirements addressed to statewide activity shall for the purposes of this subpart be limited to identical actions taken within the geographic boundaries of the school system.

(f) A list of the organizations to which a distribution of the application is made pursuant to (e) above must accompany the application.

(g) Data and information required in the annual application must be used by the Department as the uniform data base in the development of the personnel development and manpower training plans required by this Regulation.

§ 494 Consolidated Applications

(a) Two or more school boards may submit a consolidated annual application, with the approval of the Department, if each demonstrates that it is unable to establish and maintain a program of sufficient size and scope to effectively meet the educational needs of exceptional children.

(b) School boards seeking approval to submit a consolidated application must prepare and file a written request for approval with the Department no later than March 1 of that year. The request must include the information set forth in Subpart 343 of this Regulation and a certification that the public involvement requirements set forth in Subpart 493(e) of this part have been met prior to the request.

(c) The request for Department approval must be signed by the Superintendent of each school system . . . . . in the proposed consolidation and must be formally approved by the school board of each.

(d) School boards participating in a consolidated application will be jointly responsible for implementing a program of appropriate free public education in the participating school systems and

the non-compliance of one participating school board with the requirements of these regulations shall constitute the non-compliance of all.

(e) The consolidated application must designate one of the school boards as the designated fiscal agent for the application.

§ 495 Annual Reports

(a) An annual report must be prepared by each school board and filed by August 15 of each year with the Department

(b) The annual report must be prepared on a form issued by the Department with the approval of BESE and shall require the reporting of pupil enrollment and employment data by race, sex, age and physical or mental handicap.

§ 496 Local Advisory Council.

(a) Each local advisory council must consist of no more than twenty persons who are appointed on or before the effective date of this Regulation as follows:

(1) A specified number of members must be selected by the school board from a list of persons compiled by the school board from nominations of no more than two persons made by each of the organizations which pursuant to Subpart 493(e) of this part have registered with the school board; and

(2) The remaining number must be appointed by the board directly.

(3) In selecting persons from the list compiled in (1) above, the board must ensure that the group includes at least one person who is:

(i) A handicapped person;
(ii) A parent of an exceptional child;
(iii) A parent of a child who is not exceptional;
(iv) A representative of a parent organization;
(v) A representative of a college and university.

(4) In the direct appointment of the remaining persons, the board must ensure that the group as a whole includes at least one person who is:

(i) A special education teacher;
(ii) A regular classroom teacher;
(iii) An official of the school board;
(iv) A general education program administrator;
(v) A representative of a vocational-technical

(b) The local advisory council must provide general advice and assistance to city and parish school districts. Specifically each council must:

(1) Review and comment in writing on each annual application before its approval by the school board; and

(2) Generally assess the current compliance of the school system with the requirements of this Regulation.

(c) Upon a formal request by the majority of the members of any local advisory council, the Division of Special Education Services must conduct a public hearing in the parish within twenty operational days of the request to investigate any alleged non-compliance with this Regulation.

initially for a term of one year. One third of the members of the advisory council shall serve initially for a term of two years. One third the members of the advisory council shall serve for a term of three years.

(e) Upon the expiration of any term of office of a member of the advisory council, a reappointment or a new appointment of a person eligible in the same manner as the person being replaced shall be made for a three year term.

(f) The Division must provide all legal and special education related training and consultation requested by the local advisory council in order to assist the council in carrying out its responsibilities under (b) above.

§ 487 Use of Funds

(a) A school board may only use EHA funds for the excess costs of providing special education and related services for handicapped children. Costs must be directly attributable to the education of a handicapped child. EHA funds received must not be commingled with state funds.

(b) To meet the excess cost requirements set forth in (a) above, each school board must on the average, have spent at least the minimum average amount of state and local money for the education of its handicapped children during a given year.

(1) The minimum average amount must be computed separately for elementary and secondary school students and is calculated as follows:

(i) Total all expenditures for the preceeding school year, except capital outlay and debt service.

(ii) Subtract from this total, amounts spent during this year:

(A) From federal funds received under the EHA, and Titles I and VII of the Elementary and Secondary Education Act of 1965 ESEA;

(B) From state, local and other federal funds for programs:

(a) for handicapped children;

(b) for educationally disadvantaged children; and

(c) for bilingual education.

(iii) Divide the amount remaining after subtraction by the average number of pupils enrolled during the year.

(2) The minimum average amount if two or more school boards submit a consolidated application, is the average of the combined minimum average amounts determined in those agencies for either elementary or secondary school students.

(3) EHA funds may be used to pay for all of the costs directly attributable to the education of a handicapped child in any of the age ranges three, four, five, eighteen, nineteen, twenty or twenty-one, if no local or state funds are available for the education of non-handicapped children in that age range.

(c) School boards may not replace state and local funds with EHA funds on either an aggregate basis or for a given expenditure.

(1) To determine that the "aggregate basis" requirement is met, school boards must be able to

total amount, or average per capita amount, of state and local school funds budgeted for expenditures in the current fiscal year for the education of handicapped children is at least equal to the total amount, or average per capita amount, of state and local school funds

actually expended for the education of handicapped children in the most recent preceding fiscal year for which the information is available. Allowance may be made for:

(i) Decreases in enrollment of handicapped children; and

(ii) Unusually large amounts of funds expended for such long-term purposes as the acquisition of equipment and the construction of school facilities.

(2) To determine that the "given expenditure" requirement is met, school boards must be able to demonstrate that EHA funds have not been used to replace state or local funds for any particular cost.

(d) School boards must use state and local funds to provide services to handicapped children receiving EHA funds which, taken as a whole, are at least comparable to services provided to other handicapped children.

(e) School boards must maintain records which demonstrate compliance with the excess cost, non-supplanting and comparability requirements.

(f) Consistent with the requirements of this regulation, a school board may enter into a purchase of services agreement with any other public or non-public school, agency, or institution to provide appropriate free public education to exceptional children in need of special education and related services; provided that any such school, agency or institution from which services are purchased meets standards approved by the Department. In purchasing such services, a school board is authorized to negotiate a contract for special education and related services and to pay tuition or other costs not to exceed the average gross costs per educable child in the school system plus the pro rata part of the state allotment for serving pupils requiring special education and related services. The time of payment shall be determined by contract. Regardless of the terms and conditions of the contract, the school board remains fully responsible for the provision of an appropriate free public education and all related services and rights. The Department is responsible for providing whatever additional amount of funds is required to implement the IEP.

(g) Facilities which are identifiable as being for exceptional children and the services and activities provided therein, must meet the same standards and level of quality as do facilities, services and activities provided to other children.

(h) A school board which receives P.L. 89-313 funds shall use those funds to supplement the appropriately designed education for handicapped children which the school board provides. A school board may enter into contract with other agencies, schools, intermediate school districts or the Department to carry out the activities of the P.L. 89-313 program but must administer and supervise all activities and may not provide all P.L. 89-313 services through contract.

§ 498 Grievance Procedures

Each school board must extend grievance procedures now in effect pursuant to the regulation issued by the U.S. Department of Health, Education and Welfare implementing Title IX of the Education Amendments of 1972 (45 CFR 86.8) to include the grievance of handicapped employees.

§ 499 Interagency Coordination

(a) Each school board shall, upon request, assist the Department in the development and implementation of any interagency agreements designed to improve the delivery of special education and related services to exceptional children.

(b) Each school board shall enter into cooperative agreements and must coordinate their activities with other public and publicly funded agencies to the extent necessary to comply with all provisions of this Regulation and to provide the best possible overall program of services to exceptional children. Such agreements shall be consistent with any interagency agreement entered into by the Department.

(c) Each school board must develop whatever cooperative agreements are necessary to ensure that funds received by any public agency under programs for which there is specific authority for assistance for the education of exceptional children will be used in a manner consistent with the goal of providing an appropriate free education for all exceptional children.

§ 901 General.

The terms defined in Subparts 902-959 of this part are used throughout this Regulation. Unless expressly provided to the contrary, each term used in this Regulation shall have the meaning established by this part.

§ 902-904 Reserved.

§ 905 "The Act" means Sections 1941 through 1957 of Chapter 8 of Title 17 of Louisiana Revised Statutes of 1950.

§ 906 "Adaptive physical education" means a physical education program, set forth in the IEP, that is uniquely designed to meet the needs of a handicapped student.

§ 907 "Affected agency" means any board, agency or other organization to which any requirement of this Regulation is applicable.

§ 908 "Appropriate free public education" is defined in Subparts 440 and 462 of this Regulation.

§ 909 "Approved non-public day school program" means any approved non-public school program which is not located in or operated in conjunction with a residential facility.

§ 910 "Approved non-public residential school program" means any approved non-public school program which is located in or operated in conjunction with a residential facility.

§ 911 "Approved non-public school program" means an educational program for exceptional children operated by a private person, agency or organization which meets the educational standards for such programs established by the Louisiana State Department of Education.

§ 912 "Assessment teacher" means a teacher who is engaged exclusively in the identification or reevaluation of exceptional children in an educational assessment program.

§ 913 "Audiology" means:

(a) The identification of children with hearing loss;

(b) The determination of the range, nature and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(c) The provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing, evaluation, and speech conservation;

(d) The creation and administration of programs for prevention of hearing loss;

(e) The counseling and guidance of pupils, parents, and teachers regarding hearing loss; and

(f) The determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

§ 914 - "Autism" means a severely incapacitating life-long developmental disability which appears during the first three years of life with symptoms caused by a physical disorder of the brain which include:

(a) Disturbances in the rate of appearance of physical, social and language skills;

(b) Abnormal responses to sensations;

(c) Delayed or absent speech and language while specific thinking capabilities may be present;

(d) Abnormal ways of relating to people and things.

§ 915 "BESE" means the Louisiana Board of Elementary and Secondary Education.

§ 916 "Blind" means the possession of a central visual acuity of 20/200 or less in the better eye with correcting glasses, or a peripheral field of vision so contracted that its widest diameter is less than 20%.

§ 917 "Bona fide multiple enrollment" is defined in Subpart 353 of this Regulation.

§ 918 "Certified IEP time unit" means those specific periods of time set aside for instruction under an approved individualized education program.

§ 919 "Child identification" means the identification, location and individual evaluation of exceptional children.

§ 920 "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors, or other otherwise qualified personnel.

§ 921 "DHHR" means Deparment of Health and Human Resources.

§ 922 "Day care" means comprehensive and coordinated sets of activities providing direct care and protection of infants, preschool and school-age children outside of their homes during a portion of a 24-hour day.

§ 923 "Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

§ 924 "Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

§ 925 "The Department" means the Louisiana State Department of Education.

§ 926 "The Division" means the Division of Special Education Services of the Louisiana State Department of Education.

§ 927 "Educationally handicapped or slow learner" means a rate of acquisition and/or retention of information or educational skills significantly slower than the rate expected for children of the same age within the state, but not including all educationally deprived children eligible to participate in programs funded under Title I of the Elementary and Secondary Education Act of 1965 (cf. 45 CFR 116a.2).

§ 928 "Education records" means the type of records covered under the definition of "education records" in 45 CFR 99, (the regulations implementing the Family Educational Rights and Privacy Act of 1974).

§ 929 "EHA" means Part [illegible] the Education of the Handicapped Act as amended by the Education for All Handicapped Children Act of 1975 (P.L. 94-142, 20 USC 1411-1420, and the regulations issued by the U.S. Department of Health, Education and Welfare at 45 CFR [illegible].

§ 930 "Emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

(a) An inability to learn which cannot be explained by intellectual, sensory, or health factors;

(b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

(c) Inappropriate types of behavior or feelings under normal circumstances;

(d) A general pervasive mood of unhappiness or depression; or

(e) A tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are emotionally disturbed.

§ 931 "Exceptional child" means a child evaluated in accordances with Subparts 4[illegible]-405 of this Regulation who is determined to be gifted and talented, emotionally disturbed, educationally handicapped or slow learning, learning disabled, mentally retarded, hard of hearing, deaf, deaf-blind, speech impaired, severe language disordered, autistic, visually handicapped, multihandicapped, hospital/homebound or otherwise health impaired or handicapped.

§ 932 "Exceptionality" means any of the characteristics described in Subpart 926 of this part which would render a child exceptional.

§ 933 "Facilitating services" means transportation, subsistence away from home, drugs, [illegible] materials, communications, supplies and equipment as [illegible] necessary for the provision of services.

§ 934 "Family day care home" means a day care facility which serves only as many children as can integrate into the physical setting and pattern of living of a home.

§ 935 "Formal parental approval" is defined in Subpart 471 of this Regulation.

§ 936 "Foster family home" means a home licensed or approved by appropriate state or local authority or an Indian tribal council on Indian reservations, to provide board and care including parenting for children and oversight for adults.

§ 937 "Full and effective notice" is defined in Subpart 470 of this Regulation.

§ 938 "Full educational opportunity goal" means the goal of providing full educational opportunity to all exceptional children aged birth through [illegible]

§ 939 "Gifted and talented" means the possession, singly or in combination, of any of the following characteristics:

(a) High intellectual potential and the ability to master the symbolic codes;

(b) Highly creative thinking and/or demonstration of highly creative abilities in visual or performing arts;

(c) Superior psychomotor ability, including exceptionally fine motor coordination; and

(d) Outstanding leadership qualities.

§ 940 "Handicapped child" means an exceptional child who is not an educationally handicapped or slow learning child or a gifted and talented child.

§ 941 "Handicapped employee or potential employee" means any person employed by any agency or other organization, or seeking or interested in such employment, who:

(a) Has a physical or mental impairment which substantially limits one or more major life activities;

(b) Has a record of such an impairment; or

(c) Is regarded as having such an impairment.

The term includes, but is not limited to, persons:

(a) Who are mentally retarded, hard of hearing, deaf, speech impaired, hospital or home bound, deaf-blind, multi-handicapped; or

(b) Who have a learning disability, severe language disorder or any other mental or psychological disorder, or any physiological disorder or condition, cosmetic disfigurement or anatomical loss affecting a major body system.

§ 942 "Hard of hearing" means a hearing loss, ranging from mild to severe unaided; (pure tone average of 500, 2000 Hz, at seventy decibels or more, ANSI, in the better ear) which does not significantly impede the learning of speech and language through normal channels.

§ 943 "Has a record of having been an exceptional child" means has a history of or has been misclassified, as having an exceptionality.

§ 944 "Hearing and review process" means the system of procedural safeguards set forth in Subparts 120-123, and 476-478 of this Regulation.

§ 945 "Hospital or home bound" means any situation in which a physical or mental impairment or illness, or the treatment thereof, precludes the movement of an individual from a hospital or home environment to the general educational environment.

§ 946 "Identify and locate" means obtain the name and current address of the child and the child's parent.

§ 947 "IEP" means the individualized education program required by Subpart 441 of this Regulation.

§ 948 "Individual or group IQ test" means any group or individual test, device, or measure which purports, or is used, to assess a child's current or future mental abilities; capacity; intellectual functioning; retarded intellectual development or aptitude, but does not include achievement tests or adaptive behavior scales.

§ 949 "Itinerant special education program" means a type of instructional program in which a resource teacher provides special education instruction at more than one approved preschool, elementary or secondary school site, and where the program:

(a) Is provided in areas designated by the principal for special education instruction after consultation with the teacher;

(b) Does not concurrently enroll any less than fourteen nor more than twenty-seven exceptional children;

(c) Is provided by a teacher certified in each exceptionality for which instruction is provided in the itinerant program.

§ 950 "Learning disabled" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of environmental, cultural, or economic disadvantage.

§ 951 "Least restrictive environment" means the educational placement of an exceptional child required by Subpart 443 of this Regulation.

§ 952 "Major body system" means any of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genito-urnary; hemic and lymphatic; skin; and endocrine.

§ 953 "Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

§ 954 "Mentally retarded" means signficantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which adversely affects a child's educational performance.

§ 955 "Migratory child" means a child (a) whose parent or guardian is a migratory agricultural worker or migratory fisherman; and (b) who has within the past twelve months moved from one school district into another (or, in a State comprising of a single school district has moved from one school administrative area into another) in order to enable the child, the child's guardian or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

§ 956 "Minimum foundation report" means the Equalization Data Report - State Equalization Fund Minimum Foundation Program for Public Education.

§ 957 "Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that they cannot be accomodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

§ 958 "Native language" when used with reference to a person of limited English-speaking ability, means the language normally used by that person, or in the case of a child, the language normally used by the parents of the child.

§ 959 "Occupational therapy" means:

(a) Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;

(b) Improving ability to perform tasks for independent functioning when functions are impaied or lost; and

(c) Preventing, through early intervention, initial or further impairment or loss of function. Specific occupational therapy services include, but are not limited to, activities of daily living; the design, fabrication and application of splints, sensori-motor activities; the use of specifically designed crafts; guidance in the selection and use of adaptive equipment; exercises to enhance functional performance; pre-vocational evaluation and training; and consultation concerning the adaptation of the physical environment for the handicapped.

§ 960 "Operational day" means any day on which the Louisiana State Department of Education is open for the conduct of public business.

§ 961 "Orthopedically handicapped" means a severe orthopedic handicap which adversely affects a child's educational performance. The term includes handicaps caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and handicaps from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

§ 962 "Otherwise health impaired or handicapped" means limited strength, vitality or alertness due to chronic or acute health problems or any physical or mental impairment to a major body system (other than those defined in Subparts 918, 919, 925, 939, 945, 949, 951, 955, 975, 978 and 984) which substantially limits one or more major life activities.

§ 963 "P.L. 89-313" means Section 121 of Title I of the Elementary and Secondary Education Act of 1965 which provides for financial assistance for state operated programs for handicapped children.

§ 964 "Paraprofessional" means an individual certified under Louisiana standards, who provides educational support services (e.g., self-help skill training, grooming skills, preacademic skills) to exceptional children.

§ 965 "Paraprofessional training unit" means a unit of paraprofessionals, supervised directly by a certified special education teacher, that may be used for the self-help skill training of exceptional children.

§ 966 "Parent" means a parent, a guardian, a person acting as a parent of a child, or a surrogate parent who has been appointed in accordance with Subpart 474. The term does not include the state if the child is under the care of the state.

§ 967 "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development.

§ 968 "Parish Supervisor" means the Supervisor of Special Education employed by every city or parish school board as required by Subpart 481 of this Regulation.

§ 969 "Partially seeing" means possessing a central visual acuity no greater than 20/70 in the better eye with correcting glasses.

§ 970 "Personally identifiable" means that the data or information includes: (a) the name of a student, the student's parent, or other family member; (b) the address of the student; (c) a personal identifier, such as the student's social security number or student number; (d) a list of personal characteristics which would make the identity easily traceable; or (e) other information which would make the student's identity easily traceable.

§ 971 "Physical education" means the development of physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance and individual and group games and sports. The term includes special physical education, adapted physical education, movement education and motor development.

§ 972 "Physical therapy" means those services prescribed by a physician and provided to a patient by or under the supervision of a qualified physical therapist. A "qualified physical therapist" is a graduate of a program of physical therapy approved by the Council on Medical Education of the American Medical Association, in collaboration with the American Physical Therapy Association, or its equivalent, and where applicable, is licensed by the state.

§ 973 "Placed in or referred to an approved non-public school program" means a direct educational placement in an alternative setting operated by an approved non-public school program; a direct referral or suggested referral by counseling of a child or parent to an approved non-public school program, or an enrollment in an approved non-public school program which occurs after a failure by a school board to give parents full and effective notice of the obligation and willingness of the school board to provide the child with an appropriate free public education.

§ 974 "Psychological services" means:

(a) Administering psychological and educational tests, and other assessment procedures;

(b) Interpreting assessment results;

(c) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

(d) Consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations; and

(e) Planning and managing a program of psychological services, including psychological counseling for children and parents.

§ 975 "Public school accountability and assessment program" means the program for development and implementation of educational evaluation and assessment procedures for the public schools of the state required by Sections 391 of Chapter 1 of Title 17 of the Louisiana Revised Statutes of 1950.

§ 976 "Recreation services" means:

(a) Assessment of leisure function;

(b) Therapeutic recreation services;

(c) Recreation programs in schools and community agencies; and

(d) Leisure education.

§ 977 "Related services" means transportation and such developmental, corrective, and other supportive services as are required to assist an exceptional child to benefit from special education and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

§ 978 "Resource room" means a type of instructional setting designed or adapted as a location where exceptional children may receive all or a part of the specifically designed instruction required by their IEP, and in which:

(a) No less than fourteen nor more than twenty-seven exceptional children are enrolled;

(b) No child who is not an exceptional child is enrolled;

(c) Instruction is not provided for more than ten exceptional children for any one hour of certified Indidivual Education Plan time units; and

(d) Instruction is provided by a teacher certified in each exceptionality for which instruction is provided.

§ 979 "Section 504" means Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706 and the Regulation issued by the U.S. Department of Health, Education and Welfare at 45 CFR 84.

§ 980 "Self contained special education class" means a type of instructional setting in which the same special education teacher provides special education instruction for an approved group (the size of which must be consistent with the pupil-teacher ratio for the type of exceptionality approved by BESE) of exceptional children, and:

(a) In which instruction is provided for each exceptional student for no less than five and one-half hours of certified Individual Education Plan time units per day; or

(b) In which instruction is provided for each exceptional student for no less than five and one-half hours where the balance of the school day is in regular class placement; and

(c) From which a child may be released during the school days to receive related services, adaptive or special physical education or speech therapy consistent with the child's IEP.

§ 981 "School board" means a city or parish school board of a school system.

§ 982 "School health services" means services provided by a qualified school nurse or other qualified person.

§ 983 "School system" means a city or parish school system of the State of Louisiana.

§ 984 "Severe language disorder" means a type of speech impairment which results from any physical or mental condition which seriously interferes with the development, formation and articulation of language of an individual.

§ 985 "Social and social work services" means:

(a) Preparing a social or developmental history on an exceptional child;

(b) Group and individual counseling with the child and family;

(c) Working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and

(d) Mobilizing school and community resources to enable the child to receive maximum benefit from his or her educational program.

§ 986 "Special education" means specially designed instruction, at no cost to the parent, to meet the unique needs of an exceptional child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.

§ 987 "Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

§ 988 "Speech pathology" means:

(a) Identification of children with speech or language disorders;

(b) Diagnosis and appraisal of specific speech or language disorders;

(c) Referral for medical or other professional attention necessary for the habilitation of speech or language disorders;

(d) Provisions of speech and language services for the habilitation or prevention of communicative disorders; and

(e) Counseling and guidance of parents, children, and teachers regarding speech and language disorders.

§ 989 "The state" means the State of Louisiana.

§ 990 "The State Department of Corrections" means the Louisiana State Department of Corrections.

§ 991 "The State Superintendent" means the State Superintendent of Public Elementary and Secondary Education of the State of Louisiana.

§ 992 "Transportation" means travel to and from the place or places where services are delivered and includes specialized equipment if required to provide special transportation for a handicapped person; transportation by ambulance, taxicab, common carrier or other means; and cost of meals and lodging and of an attendant (and attendant's meals and lodging).

§ 993 "Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance and includes both partially seeing and blind children.

§ 994 "Visual services" means visual training, and the examination and services necessary for the prescription and provision of eyeglasses, contact lenses, microscopic lenses, telescopic lenses, and other special visual aids, as prescribed by a physician skilled in diseases of the eye or by an optometrist, whichever the individual may select.

§ 995 "Vocational education" means an organized educational program which is designed upon its completion to prepare individuals for employment in a specific occupation or a related cluster of closely related occupations in an occupational field, and which is especially and particularly suited to the needs of those engaged in or preparing to engage in such occupation or occupations.

§ 996 "Voluntarily enrolled non-public school child" means an exceptional child, or a child suspected of being an exceptional child who is enrolled in an approved non-public school program at the choice of his or her parent(s) after the parent(s) had been provided full and effective notice by a school board of its obligation and willingness to provide an appropriate free public education.

§ 997 "Within the jurisdiction of the school board" means the residence of a child (if the child does not reside in a residential facility) or of a child's parent(s) (if the child does reside in a residential facility) within the geographic boundaries of a school system plus:

(a) Enrollment of the child in the school system;

(b) Enrollment of the child in Special School District #1;

(c) Enrollment of the child in a certified non-public school program following placement or referral to that program by the school board; or

(d) A failure to enroll in any public or certified non-public school program.

§ 998-999 Reserved.

APPENDIX I

Pupil/Teacher, Pupil/Speech Therapist and Teacher/Teacher Aid Allotments and Ratios Under the State Equalization Fund Minimum Foundation Program for Public Education

I. Numbers of Pupils Enrolled in an Eligible Membership Which Justify The Inclusion of the Salary of a Teacher Providing Instructional Services.

A. Self-Contained Classroom (Per teacher):

	Pre-School and Elementary Level	Secondary Level
1. Mentally Retarded Pupils:		
(a) Mild	9 - 17	10 - 19
(b) Moderate	8 - 15	9 - 17
(c) Severe	5 - 9	5 - 9
(d) Profound	4 - 7	4 - 7
2. Emotionally Disturbed Pupils	7 - 13	7 - 13
3. Autistic Pupils	2 - 4	2 - 4
4. Educationally Handicapped/Slow Learner Pupils	12 - 23	14 - 27
5. Learning Disabled Pupils	7 - 13	8 - 15
6. Pupils With Severe Language Disorders	5 - 9	5 - 9
7. Visually Handicapped Pupils:		
(a) Blind	6 - 11	7 - 13
(b) Partially sighted	7 - 13	8 - 15
8. Hearing Impaired Pupils:		
(a) Deaf	6 - 11	7 - 13
(b) Hard of hearing	8 - 15	9 - 17
9. Pupils with Orthopedic Handicaps (including Cerebral Palsy and other anatomical anomalies)	6 - 11	7 - 13
10. Pupils with other health impairments (including neurological and Cardiac disorders)	7 - 13	8 - 15
11. Pupils with Multiple Handicaps (Deaf-Blind)	4 - 7	4 - 7
12. Gifted and Talented Pupils	14 - 27	14 - 27
13. Pupils enrolled in Non-categorical pre-school program	6 - 11	---

B. Resource Room and Itinerant Instruction Programs. (per teacher -- per instructional group):

	All Levels
1. Pupils with severe impairments	5 - 10
2. All other pupils	14 - 27*

C. Hospital and Homebound Instruction (per teacher):

1. All pupils	6 - 11

D. Adaptive or Special Physical Education Instruction (per teacher per instructional group):

1. Pupils with severe physical impairments and who are deaf-blind, multiple handicapped, autistic or severely or profoundly mentally retarded.	7 - 14
2. All other pupils	20 - 39

E. Educational Assessment Program (per teacher)**

1. All pupils	14 - 27

II. Numbers of Pupils Receiving Speech Therapy Services Which Justify the Inclusion of the Salary of a Speech Therapist.

1. All pupils	40 - 79***

III. The Salary of One Teacher Aide May be Included for Each Teacher Justified Under I.A. Above.

IV. The Salary of a Paraprofessional Assigned to Assist a Teacher Whose Salary is Justified Under I.A. above May be Included (to form a Paraprofessional Training Unit) for Each Three Pupils Receiving Instruction Whose Participation in the Program is Approved by the Division.

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*Because of the travel requirements of the program, this range shall be reduced to 10-19 when applied to students receiving itinerant instruction if the teacher so justified provides instruction in at least two different schools.

** For an instructional period of 4-6 weeks

*** See Appendix II

APPENDIX II

I. In determining the number of pupils which justify the inclusion of the salary of a speech therapist in State Equalization Fund Minimum Foundation Program for Public Education the following weighted caseload procedure shall be utilized:

Pupils Actually Receiving Services	Multiplier Factor	Number of Pupils Included in Ratio for Each Pupil Actually Receiving Services
Mild	X1	1
Moderate	X2	2
Severe	X3	3
Profound	X4	4
Multiple	X4	4

II. The following definitions shall be used in determining the communicative deficit category under which a pupil should be counted:

A. Mild: A communicative deficit identified by medical or non-medical causative factors that deviates slightly from the expected level appropriate for a student of that chronological age and cultural background. The deficit is to be identified by a speech/hearing/language specialist according to the guidelines developed and approved by the Department and BESE.

B. Moderate: A communicative deficit identified by medical or non-medical causative factors that does not seriously or permanently disable or handicap that student within his cultural and educational background. The level of performance deviates to a greater degree than the expected level appropriate for a student of that chronological age. The deficit is to be identified by a speech/hearing/language specialist according to the guidelines developed and approved by the Department and BESE.

C. Severe: A handicapping communicative deficit that warrants intensive diagnosis and therapy in order to provide maximum success within his cultural and educational environment. The deficit is to be identified by a speech/hearing/language specialist in accordance with the guidelines developed and approved by the Department and BESE in conjunction with other qualified examiners forming a multi-disciplinary team.

D. Profound/Multiple: A dehabilitating communicative deficit which renders the individual incapable of receiving, processing, and/or expressing information to a great degree. Intensive diagnosis and therapy is warranted in order to provide maximum success within his cultural and educational environment. The deficit is to be identified by a speech/hearing/language specialist in accordance with the guidelines developed and approved by the Department and BESE in conjunction with other qualified examiners forming a multi-disciplinary team. The Department shall issue standards setting forth separately specific procedures for determining the severity of communicative deficits relating to language disorders (expressive and receptive skills), fluency (including stuttering), voice disorders, and articulation.

APPENDIX G

Teacher_____ Grade_____ School_____ District_____ Date_____

Number of Students_____ Number of Aides_____ Observer_____

CLASSROOM IMPLEMENTATION

CHECKLIST

I CLASSROOM ORGANIZATION

LEARNING CENTERS

Objective	Rule (Check objective if any indicators are checked unless otherwise indicated)	Indicator	Comments
1. ___ Learning centers are used in classroom.	Check when 3-5 or more	Number in operation: ___ 0 ___ 1 - 2 ___ 3 - 5 ___ 6 +	List Centers: _____ _____ _____ _____ _____ Points 1
2. ___ Different subject areas at each center.		Example: (multiple, i.e.) math center, reading center, art center, other	2
3. ___ Centers are identified.		___ Color-coded ___ Numbered ___ Alphabetized ___ Signs with category ___ Other _____	1
4. ___ Centers contain materials appealing to visual, auditory, tactile and movement modes.	Check if all 4 are apparent	___ Visual: Overhead Projector, Filmstrips, Maps, Books, Pictures ___ Auditory - Listening Activities: Record Player, Earphones, Radio, Cassettes ___ Tactile - Small Motor Skills: Games, Activities using hands, Picking up things, Placing things, Clay work, Painting ___ Movement - Gross Motor Skills - Using Large Part of body: Skipping, Bowling, Jumping, Throwing Bean Bag	FAST

Objective	Rule (Check objective if any indicators are checked unless otherwise stated) Check if 2 are apparent	Indicator	Comments
5. ___ Small group, large group and individual tasks used for teaching.		___ Small Group Tasks Games Tutoring Working with Peers ___ Individual Tasks: Problem Solving Ditto ___ Large Group Films Discussions Lectures Performances	3
6. ___ There is teacher classroom schedule.		___ Board with Student Schedules Posted ___ Chart on teachers desk or in plan book	Describe system _____ 1.5
7. ___ There is a passport system for students.		___ Each student has own schedule of movement between centers. Examples: ___ Colored slips for centers on a ring ___ Schedule listed on a sheet of paper	1
8. ___ Students move out of groups into different groups with center change.		___ At least one student in a group moves to another group	1
CENTER ORGANIZATION 9. ___ Centers are self-explanatory		___ Directions posted at center ___ Tests are self-correcting ___ Students do not have to question teacher in order to understand task	1
10. ___ Tasks at centers are personalized (individualized)		___ Materials are at different instructional levels ___ Programmed materials - Game Activities	1.5
11. ___ Centers encourage peer interaction		___ There is sharing of materials ___ Students explain tasks to each other ___ Students assist each other with tasks	2
12. ___ Centers include a variety of activities.	Must have 3 to check	___ Games ___ Activities ___ Ditto ___ Reading Materials ___ Puzzles	1.5
13. ___ Tasks in centers attract students' attention and interest.	Must have 2 to check	___ Colorful and appealing materials ___ Have visual clarity ___ (if tape or recording) Have audio clarity ___ Have materials on different levels (heterogeneous) ___ Students actually involved in using materials	1 FAST

Objective	Rule (Check objective if any indicators are checked unless otherwise stated)	Indicator	Comments
14. ___ Centers are programmed so that students have enough work and alternatives when task is finished.		___ Number of tasks enough for center ___ Students have number of alternatives when finished with work ___ Alternatives relate to centers or another center-no relation ___ There is organized procedure when task is finished ___ Student gets unfinished work to finish	2
15. ___ There is a set of procedures for center use.		___ When changing activities, students clean up the materials they have been using and organize the center for the next group ___ Students return center to the condition they found it ___ All students help to clean up ___ Materials are put in a set place	1
SIGNALING SYSTEM and RULES OF HOUSE 16. ___ An accepted maneuver is used to stop or encourage certain types of behavior.		___ Lights on and off ___ Clapping hands	1
17. ___ Signaling system is shared system. .	Check only if "b"	___ a. Teacher only controls signal ___ b. Teacher and students control signaling system	1.5
18. ___ Signaling system is used appropriately	DO NOT CHECK IF:	___ Signal is accompanied by loud verbalization, i.e., screaming, shouting ___ Signal is accompanied by physical coercion (pushing, shoving, etc.)	1.5
19. ___ Signaling system is used appropriately for behavior management. (When students create disturbance.)	Check if no more than Lower: K-3 (3-5) Upper: 4-8 (1-2)	Indicators of overuse: Signal used/not for center use Reason for use 0 - 2 ___ _____ 3 - 5 ___ _____ 6 + ___ _____ Indicator for underuse: ___ Student disruptive - teacher does not deal with behavior or use signal to stop behavior	1.5
20. ___ There are rules for the room.		___ Rules are posted	1
21. ___ Rules are an integral part of classroom operation.		___ Rules are in view of all students ___ Teacher or students refer to rules (Then assume rules are internalized)	1.5
22. ___ There is rule reinforcement.		___ Broken rules carry consequences ___ Followed rules are rewarded (Schedule of rewards vary) Information about Rules ___ # Rules of the room ___ # Infractions observed in 1 hour	Tally of infractions 1 FAST

Objective	Rule (Check objective if any indicators are checked unless otherwise stated)	Indicator	Comments
PHYSICAL ENVIRONMENT - LIGHTING, HEATING, FURNITURE			
23. ___ Furniture (partitions, dividers, tables) is arranged to accomodate center usage.		___ Dividers or partitions are present to visually separate centers ___ Dividers, partitions, rugs, centers furniture are placed to eliminate acoustical problems - i.e., - noisy centers are not placed by quiet centers - dividers placed between noisy and quiet centers	1
24. ___ Furniture - appropriate size.		___ Desks are sized for students ___ Teacher adjusts desk to students size ___ Teacher compensates for inappropriate size furniture by: ___ Using title boards ___ Have large chairs for students to read in ___ Activities that do not use furniture ___ Variety of sized furniture in room so student can sit in seats that are their size	1.5
25. ___ Centers are planned so there is appropriate lighting for the activities.		___ Areas requiring good visual skills are well lighted i.e., reading center well lighted Listening centers may not be well lighted ___ Work areas are well lighted ___ Students can see chalkboard and read materials ___ Teacher compensates by moving students out of poorly lighted areas	2
26. ___ Physical setting of centers indicate teacher understanding of external environmental factors.	Must check the following 2 areas	___ Lighting ___ Heating ___ Too Cold ___ Too Warm	1
27. ___ Color is used appropriately.		___ Relaxing tones in areas requiring concentration ___ Stimulating colors to attract the eye when desired ___ Each area of room has a color focal point	1.5
28. ___ There is no chalkboard glare or if so, the teacher compensates.		___ Teacher can compensate by: ___ Drawing blinds ___ Acknowledging facts and work with students by not always using chalkboard ___ Limiting chalkboard usage if glare can not be controlled	1.5
GENERAL ATMOSPHERE OF ROOM			
29. ___ Noise level in rooms is conducive to learning.		___ Noise is productive interaction (students are talking about work) ___ Students are not distracted by noise (physical evidence of distraction, i.e., looking away) ___ Teacher is not distracted by noise	1

FAST

III PERCEPTUAL - TEACHER ORIENTATION SKILLS

Objective	Rule	Indicator	Comment
30. ___ There is a variety of materials in the room.	(Check objective if any indicators are checked unless otherwise stated) 6 indicators must be checked including 1 vital	VITAL ___ Overhead Projector ___ Listening Centers OPTIONAL ___ Area Rug ___ Mobiles ___ Chalkboard ___ Animal Life ___ Record Player ___ Art Materials ___ Comfortable Chair ___ Posters OPTIONAL ___ Sewing Materials ___ Woodworking Materials ___ Magazines ___ Newspapers ___ Tape Recorder ___ Camera ___ T.V. ___ Paints ___ Typewriter ___ Other ___ _____ ___ _____	1
31. ___ Classroom learning materials accessible for student usage.		___ Materials not locked away in closet ___ Student tests are in library area ___ Student does not have to go to the teacher for all supplies	1
32. ___ Storage areas for individual student materials are present.		___ Cubby Holes ___ Files with names on ___ Lockers ___ Large Envelopes ___ Desk Space	.5
33. ___ Chalkboard or wall space is not cluttered with colors or distractions. (when there is significant usage.)	Do not check if N/A is evident	___ a. Significant Usage: When chalkboard or wall are used for: Directions Answers Explanations Problems are written on space ___ b. Cluttered Space: When there are: Bright Colors, i.e., reds, chartreuse yellows Bright Art Work Large amounts of materials posted	1
34. ___ Teacher provides opportunity, setting and materials for students to exhibit desirable behavior	32 - 35 must be checked in order to check	___ If students are to have a quiet time after an activity, does teacher assist in creating a quiet atmosphere? ___ If students are to get coats then go stand in line, does teacher facilitate them by room arrangement or illustration, how it should be done?	Other examples:_____ 1

Checklist	Rule (Check objective if any indicators are checked unless otherwise stated)	Indicator	Comments
15. ___ A procedure is established for students to get assistance when needed without interrupting the teacher.		___ Student assistants and teacher aides are available to students when they raise hands, stand up or take a marker ___ Rules state a procedure for gaining assistance ___ There is a reference book or manual for students to use when they encounter a problem	4
16. ___ Problem solving is a shared process.	DO NOT CHECK IF: ___ Teacher solves problems; student goes to teacher each time they have a problem	___ Student attempts a solution before turning to teacher ___ Students seek help from peers ___ Student and teacher assist in problem solving	4
17. ___ Students demonstrate through actions, request for one another.	DO NOT CHECK IF YES of class is: ___ Fighting ___ Pushing ___ Name Calling	___ Students are: ___ Helping ___ Sharing ___ Cooperating with each other	4
18. ___ Student behavior is self-directed.	Check if 85% exhibits the following behaviors DO NOT CHECK IF: Student behavior is peer directed ___ Pupil must always ask assistance from another pupil in order to get on task	___ The student is independently checking his own work ___ Students are working independently of teacher, not raising hands constantly for teacher direction ___ Student behavior is not constantly teacher directed (directions may be received from written materials, other students) ___ Students relying on other students for information when they do not have it ___ Students seeking answers from books and materials ___ Seeking answers by self	0 - 25% ___ 26 - 50% ___ 51 - 75% ___ 76 -100% ___ 4
BEHAVIOR MODIFICATION 19. ___ No behavior breakdown.			

Objective	Rule	Indicator	Comments
41. ___ Behavior problems are worked within an open and non-threatening way	(Check objective if any indicators are checked unless otherwise stated) If isolation is used as a management method it is used only in extreme cases and after other management have been tried.	___ Teacher moves student only when extremely disruptive (class can not operate with this student present) ___ Teacher tries moderation methods to control situation before sending child from the room ___ Student will not respond to moderation methods and disruption only increases, teacher isolates student ___ Teacher discusses with students areas where behavior could be improved and methods for doing so ___ The discussion occurs the same day ___ In the discussion the teacher points out what specific actions are unacceptable and why ___ Student is given an opportunity to present the situation as he sees it ___ Student contributes in suggestions on how to avoid the problem next time ___ Consequences are agreed upon if there is reoccurance	
REINFORCEMENT 43. ___ Teacher reinforces good behavior in students		___ Teacher draws attention to good overall behavior and suggests a reward ___ Students have input into reward suggestion	4
44. ___ Teacher encourages student independence and curiosity.		___ Teacher does not check everything the student does ___ Students are allowed to work on a task in a manner the student feels best ___ Teacher is not the only person that has ideas about how to do things ___ Teacher doesn't have to watch everyone in the class at their work ___ Partitions may keep students from view of teacher	8
TEACHER-STUDENT INTERACTION 45. ___ A variety of teacher-student interaction is evident.	Check only if at least 2 are evident	___ Students interaction with other same age students (peer tutoring - students learn from each other) ___ Students interaction with older students ___ Teacher varies interaction modes in classroom student/student - student/teacher DO NOT CHECK if any of the following are the only mode of operation ___ Teacher presents ideas vertally while students are expected to be silent ___ Teacher lectures to students, giving facts and figures (while students listen) ___ Teacher expects students to work silently in workbook-like activities ___ Students are passively inattentive to teacher (daydreaming) ___ Most students seem to be involved in their work ___ Daydreaming is prolonged when it occurs Con't	12

FAST

Objective	Note (Check objective if any indicators are checked unless otherwise stated)	Indicator	Comments
45. ___ Continued		___ Students are actively inattentive to teacher ___ Students are disruptive ___ Most students are able to work without disruption ___ Most students are participating in the disruption ___ The disruption is severe ___ Teacher modifies situation to eliminate disruption ___ Teacher is fearful of behavior ___ Teacher frequently talks of consequences of behavior ___ Teacher gets unduly upset when undesirable behavior occurs ___ No student conversation ___ Students can not stand or sit when they want ___ Students can not move about the room to sharpen pencils or go to the bathroom when they want	
TEACHER OPENNESS 47. ___ Teacher provides a positive classroom atmosphere.	DO NOT CHECK IF: ___ Classroom atmosphere is tense ___ Students are ignored ___ Teacher is overtly rejecting (berating, hostile) ___ Teacher is covertly rejecting (vengeful, impersonal, ignoring)	___ Questions are answered promptly (verbalization) ___ Praises students ___ Helps students direct own behavior and movement ___ All student inquiries are acknowledged	12
48. ___ Teachers attitude toward all students within the classroom is positive.		___ a. Teacher addresses all students positively (pleasantly) ___ b. Students receive equal treatment ___ c. Teacher does not embarrass students or single-out students as an example to the class ___ d. Teacher does not criticize student personally ___ e. Corrections are stated objectively and positively ___ f. Teacher speaks about "wrongness" of problem or behavior not the worth of the student (i.e., Johnny you're a bad boy, vs. Johnny that is not the way one works on math problems) ___ g. Teacher does not help individual child with individual problem by talking to the whole class	4
49. ___ Teacher is in control of temperament.	DO NOT CHECK IF TEACHER: ___ Shouts ___ Hits ___ physically abuses students		4

4

PILOT

Objective	Rule (Check objective if any indicators are checked unless otherwise stated)	Indicator	Comments
TASK ANALYSIS			
50. ___ There is evidence that students in the classroom have educational programs with written prescription...	Check if a and b are checked	___ Observable in action or present at teacher's desk Percent of class that are on prescriptions a. ___ 10% b. ___ 20 - 30% c. ___ 50% d. ___ 51% +	9
51. ___ Students with problems have prescriptions.	If you see any phenomena the teacher should have a prescription on the student	___ There is no observable student stress in tasks ___ No postural warps ___ No student is writing with head on arm ___ No excessive pencil sharpening ___ No excessive inter-center movement ___ No excessive trips to bathroom	Ask teacher if any children are on prescription or have problems. Then see if this question is complete. This may or may not account for the observation. 9
52. ___ There are complete prescriptive workups for each student with a learning or behavioral breakdown.	Must have a and b	a. ___ Strengths/weaknesses profile on prescriptions b. ___ Observational checklists c. ___ Statement of objectives stated on a prescription d. ___ Methods of implementation stated on a prescription e. ___ Target date for review of objective stated f. ___ Outcomes related to progress stated	18
53. ___ Prescriptions are written to meet many needs of the student.		___ Prescriptions include behavior breakdowns ___ Prescriptions include physical needs ___ Progress reports are current and frequently updated	9
54. ___ Prescriptions have program for eliminating diagnosed problem or need.			9
55. ___ In prescriptions, teachers give students short simple tasks.			9
56. ___ Proper use of task analysis.	Should have 3 of 4	___ Tasks provide students opportunities for successful learning experience ___ Tasks' directions are clearly stated and understood ___ Students cannot misinterpret task directions ___ Students move productively about the room	3
57. ___ Teacher modifies plans to meet students needs.		___ Teacher simplifies tasks that students are unable to accomplish ___ Teacher increases challenge in work that is too easy for student	1.5 FAINT

Objective	Rule (Check objective if any indicators are checked unless otherwise stated)	Indicator	Comments
58. ___ Teacher programs materials to meet student needs.		___ Students seem able to complete assigned tasks ___ All Groups ___ NO. _____ of groups DO NOT CHECK IF 20% of the class is: ___ squirming restlessly ___ distracting others ___ unable to complete the task ___ Bored or uninterested	1.5
TEACHER OBSERVATION SKILLS 59. ___ Teacher's time is primarily used to circulate among students - observing and helping them with their activities.		___ Teacher visits at least 2 groups during period ___ Teacher spends at least one half of period circulating and observing children at work	1.5
60. ___ Teacher does not talk across centers but moves toward centers when needed.			1.5
61. ___ Teacher ignores mildly disruptive behavior.		___ Teacher allows students time to stop the behavior ___ Teacher waits at least 3 minutes before acting on behavior or until behavior disrupts the other students ___ Teacher acts if behavior reoccurs (i.e., teacher may ignore giggling students if it does not disrupt class)	1.5
62. ___ Teacher moves smoothly and calmly from center to center		___ Teacher movement about room is not disruptive to students	1.5
63. ___ Students and teacher formally evaluate the day's behavior in order to improve it.		___ Each day ends with an evaluation of what has been accomplished throughout the day and with goals established for the next day ___ Teacher evaluates days behavior ___ Students evaluate days behavior ___ Students and teacher jointly evaluate da behavior	1.5
64. ___ Teacher expectancy is adjusted for students with colds or other health concerns.		___ Optional assignments are provided for students with observable health concerns	1.5

FAST

IV SUPPORT ASSISTANCE - PEER SHARING

Objective	Rule	Indicator	Comments
Observer should note class reactions when moving into the room in order to assess reactions to support people.	(Check objective if any indicators are checked unless otherwise stated)		
65. ___ There is evidence of support help provided the classroom teacher.		___ There is evidence of support summary forms or equivalent	5.5
66. ___ There is an in-service schedule that provides time to share ideas.			5.5
67. ___ Students do not breakdown as observer moves around.		___ Moves to student files when necessary ___ Observes specific student ___ Works with group of students ___ Makes assessment of student task ___ Administers tests	5.5
68. ___ Support staff reinforces prescription goals.			5.5
69. ___ Teacher reviews student information with support personnel.		___ Records are kept of meetings with support personnel ___ Meetings are scheduled at least biweekly	5.5
70. ___ Teachers share ideas in order to improve their classroom.		___ Teacher can identify a center, game, or activity idea from another teacher's room	5.5
71. ___ There is evidence of shared materials and supplies.		___ Overhead Projector ___ Language Master ___ Tape Programs ___ Other _____	5.5
72. ___ Support help is in classroom at least once a week for a half hour.		___ Support summary form in evidence	5.5

11

PAST

WEEHAWKEN PUBLIC SCHOOLS
WEEHAWKEN, NEW JERSEY

TLE III ESEA: INDIVIDUALIZED LANGUAGE ARTS DIAGNOSIS, PRESCRIPTION AND EVALUATION

IMPLEMENTATION SURVEY FOR CONSUMER SCHOOL DISTRICTS

me of School District_____

e of school(s) involved: Grade(s) No. of students involved: No. of Teachers:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Aspects of the Weehawken Program implemented:

	Yes	No	Degree of Success: Minimal	Moderate	High
1. Setting up local objectives	___	___	_____	_____	___
2. Diagnosis: Taking periodic writing samples	___	___	_____	_____	___
Using diagnostic grid sheet	___	___	_____	_____	___
3. Prescription: Using techniques	___	___	_____	_____	___
4. Evaluation: Using class checklists	___	___	_____	_____	___
Using cumulative writing folders	___	___	_____	_____	___
5. Using program in content and skill areas (e.g., science, reading, etc.)	___	___	_____	_____	___
6. Conducting in-service training	___	___	_____	_____	___
Providing in-service supervision	___	___	_____	_____	___
Developing in-service materials (tapes, sample lesson plans, resource materials)	___	___	_____	_____	___

Specific kinds of growth observed thus far by project teacher in children's writing:

_____

_____

_____

_____

_____

EVERY CHILD A WINNER
MONITORING SHEET

TO:
FROM:

SUBJECT: Monitoring of Every Child A Winner

School _____
Grade _____
Time _____
Date _____
Teacher _____

1. Every Child A Winner Lesson plans are being implemented. YES NO

   Lesson Objectives_____
   Area _____Day _____

2. Materials asked for in lesson plan or appropriate replacement is being used. YES NO

3. Teacher is walking among children as the task are being posed. YES NO

4. Teacher is speaking in a conversational tone. YES NO

5. Every Child A Winner discipline techniques are being used. YES NO

6. A variety of auditory and visual signals are being used monthly. YES NO

7. Every Child A Winner hand signals are being used consistently. YES NO

8. The Movement Education area is safe and free of debris. YES NO

9. The Movement Education equipment is in good repair. YES NO

10. Children are being given the choice of working alone or with others. YES NO

11. Individual help is being given after the task is posed. YES NO

12. Every Child A Winner evaluation forms are being used. YES NO

13. The Movement Education Schedule is being implemented as planned. YES NO

14. Comments: _____

_____

_____

Exemplary Center for Reading Instruction - 2888 Highland Drive, Salt Lake City, Utah 84106 11/77

FIDELITY CHECKLIST

Teacher _____ Grade _____ School _____ City _____ Date _____

Reading Program _____ Observer _____

	I	II	III
Instructional Levels			
Level of Words Taught			

Records

(A) Pupil Record (B) Pupil Enrichment Reading Record (C) Timed Practices

1. Pupil
   - a. _____ _____ _____ _____ ECRI
   - b. _____ _____ _____ _____ self-initiated
   - c. _____ _____ _____
2. Teacher
   - a. _____ OR; _____ Comp; _____ Written
   - b. _____ OR; _____ Comp; _____ Written
   - c. _____ OR; _____ Comp; _____ Written

(D) Pupil Mastery Tests
1. _____
2. _____
3. _____

(E) Teacher Record Form
1. _____ ECRI
2. _____ Self-initiated

(F) _____ Discussion Record

(G) Other records being used:

Skills Groups	Ob	ST	Other Language Arts Time: (Describe)
I			
II			
III			

Practice Time			
Pupils			
Teacher			
Ind. Conf.			
Mas. Testing			
Discussions			
Back up Skills			
Penmanship			
Dictation			
Spelling			
Total Time			
Ratio			

Materials

Teacher
- Chart paper _____ Flash cards _____
- Spelling _____ Word Formation _____
- Lined chalk boards _____ Penmanship _____

Charts/Transpar
- _____ W D
- _____ Sentences
- _____ Cr. Wr.
- _____ St. Sk.
- _____ Comp.
- _____ Wd. lists
- _____ Dict.
- _____ Gr. lang.
- _____ Spelling dittos
- _____ Penmanship dittos
- _____ Mastery test practice
- _____ Write a story dittos
- _____ Read a story dittos

Pupil Paper _____ Notebooks _____ Pencils _____

Creative Writing
- Assigned _____
- Followed _____

Enrichment Reading
- Assigned _____
- Followed _____
- Ind. level _____

Positive Reinforcement
- Skills _____
- Cr. Wr. _____
- E. R. _____
- Back up _____
- Practice Time _____

Based on Skill Instruction _____

Oral Responding
- E. R. _____
- Sp. Instr. _____
- Basal _____
- Mastery Prac. _____
- Select. Act. _____
- Timed Prac. _____

EXAMPLE OF AN INDIVIDUALIZED EDUCATIONAL PROGRAM

Student's Name: Sarah Doe
School: Main Elementary

PRESENT LEVEL OF FUNCTIONING:

Sarah does not complete math assignments; she does not begin assignments on time, and when she does work, she stays on-task for an average of 3 minutes out of 30.

ANNUAL GOALS:

Sarah will complete all required math assignments.

SHORT-TERM OBJECTIVES:

Sarah will begin working on her math within 60 seconds after the teacher tells her to begin working. Sarah will complete the number of math problems assigned within the time allotted by the teacher. Sarah will stay on-task for 25 out of 30 minutes while working on math assignments.

EDUCATIONAL SERVICES TO BE PROVIDED:

Behavior Management Program

AMOUNT OF TIME IN REGULAR CLASS:

80%

STARTING DATE OF PROGRAM:

4-4-77

DURATION OF PROGRAM:

Expected - 6 weeks

OBJECTIVE CRITERIA AND EVALUATION PROCEDURES:

Teacher will keep continuous (daily) objective records of the time between giving the assignment and Sarah's beginning to work, the number of math problems Sarah completes within 30 minutes, and the amount of time Sarah stays on-task during the 30 minute math period.

APPENDIX H

KINDERGARTEN AND/OR FIRST GRADE
(None of this is to be required of the child in a written form)

A. General

** 1. Listens attentively
** 2. Participates in group activities
** 3. Works independently
** 4. Carries out simple oral directions
5. Communicates ideas

** a. Pupil to pupil
** b. Pupil to adult

** 6. Speaks rhythmically

B. Auditory Discrimination

1. Hears sound similarities and differences

*** a. Identifies environmental sounds
b. Distinguishes sounds

*** (1) Loud and soft sounds
*** (2) High and low sounds
*** (3) Like and different environmental sounds

* 2. Differentiates between rhyming and non-rhyming words

C. Visual Discrimination

*** 1. Recognizes own name
2. Distinguishes likenesses and differences

*** a. Primary colors
*** b. Sizes (big, little, tall, short, small, large)
*** c. Shapes (circle, triangle, square, rectangle)
*** d. Letters of alphabet in uppercase and lowercase

3. Distinguishes direction

*** a. Top/bottom
*** b. Left/right

*** 4. Follows left to right sequence

3. Matches

*** a. Uppercase letters to other uppercase letters
*** b. Lowercase letters to other lowercase letters
*** c. One syllable words of like configuration

6. Identifies

*** a. Letters of alphabet in uppercase and lowercase
*** b. Numerals 1 - 10

D. Oral Vocabulary

1. Labels objects common to home and school

*** a. In environment
*** b. In pictures

2. Describes objects common to home and school

*** a. In environment
*** b. In pictures

3. Classifies objects common to home and school

*** a. In environment
*** b. In pictures

* 4. Word concepts (above/below, behind/in front, top/bottom, left to right)

5. Expresses ideas

*** a. Talks about objects
*** b. Talks about pictures
*** c. Talks about experiences

E. Listening Comprehension

1. Demonstrates listening skills

* a. Recalls story details
* b. Recalls story sequence

* 2. Makes predictions
* 3. Draws conclusions
* 4. Distinguishes between fact and fantasy

* - Introduced
** - Ongoing
*** - Mastered
**** - Maintained

SKILLS LISTED IS A MINIMUM STANDARD FOR GRADE 1

VOCABULARY

A. Identifies basal reader vocabulary

*** 1. Pre-primer
*** 2. Primer
* 3. First reader

* B. Identifies basic sight/high frequency vocabulary

*** C. Applies meaning of vocabulary in context at basal reader level

D. Classifies (orally)

*** 1. Pictures
** 2. Words
*** 3. Objects

** E. Compares pictures

** F. Interprets pictures

PHONETIC ANALYSIS

*** A. Identifies and matches uppercase lowercase letters

B. Identifies consonants by sound and symbol

*** 1. Initial consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
* 2. Final consonants: b, d, f, g, k, l, m, n, p, r, s, t, v, z
* 3. Initial consonant blends: bl, br, cl, cr, dr, fl, fr, gl, pl, pr, sk, sl, sm, sn, sp, st, tr
* 4. Initial consonant digraphs: ch, ph, sh, th, wh

C. Identifies vowels by sound and symbol

* 1. Long vowels
* 2. Short vowels
* 3. Vowel digraphs: ai, ay, ea, ee, oa
* 4. "R" controlled vowels: ar, ir, or, ur, ar
* 5. "Final-silent-e" generalization: ex. ate

D. Identifies rhyming words

*** 1. Spoken
* 2. Written (phonograms)

STRUCTURAL ANALYSIS

* A. Recognizes root words introduced in basal readers

B. Recognizes variant verb endings

* 1. s endings
* 2. ed, d, t, endings
* 3. ing endings

C. Recognizes noun endings

* 1. Plural: s, es
* 2. Possessives (singular)

* D. Recognizes comparative endings: er, est

* E. Recognizes compound words

* F. Recognizes contractions in context

* G. Discriminates between one and two syllable words given orally

COMPREHENSION

The student will apply the following skills to reading passages at a readability level of 1.7 by the end of grade one

A. Interprets meanings (on level)

*** 1. Words
*** 2. Phrases
*** 3. Sentences
4. Punctuation

* a. Period
* b. Question mark

* 5. Paragraphs
* 6. Poems
* 7. Stories

B. Identifies story details (on level)

*** 1. Locates in sentences
*** 2. Recalls specific information in sentences

C. Recalls story sequence

*** 1. Two events
** 2. Three events

* D. Identifies main idea by selecting the appropriate title

E. Predicts outcomes

*** 1. Stories read by the teacher
*** 2. Picture series

F. Draws conclusions from stories read by teacher

* 1. Cause and effect
* 2. Inferences
* 3. Fact and fiction

G. Interprets character traits from stories read by the teacher

* 1. Describes
* 2. Dramatizes

STUDY SKILLS

* A. Alphabetizes with first letter

B. Follows directions

*** 1. Two-step oral directions
* 2. Simple written directions

C. Locates information

1. Parts of a book

* a. Title page
* b. Table of contents
* c. Page numbers

2. Dictionary

* a. Picture dictionary
* b. Word meaning
* c. Work spelling

3. Graphic materials

* a. Calendar
* b. Picture maps
* c. Simple charts

4. Library

* a. Selects a book
*** b. Signs for a book

* - Introduced
** - Ongoing
*** - Mastered
**** - Maintained

VOCABULARY

A. Identifies basal reader vocabulary

*** 1. First reader
*** 2. Second reader[1]
* 3. Second reader[2]

** B. Identifies basic sight/high frequency vocabulary

*** C. Applies meaning of vocabulary in context at basal reader level

D. Recognizes and identifies word meanings

* 1. Pronoun reference: it, he, she, they
* 2. Supplies synonyms for given words
* 3. Supplies antonyms for given words
* 4. Supplies homonyms for given words and meanings for each

*** E. Classifies words

PHONETIC ANALYSIS

**** A. Identifies and matches uppercase and lowercase letters

B. Identifies consonants by sound and symbol

**** 1. Initial consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
*** 2. Final consonants: b, d, f, g, k, l, m, n, p, r, s, t, v, z
3. Consonant Blends

** a. Initial position: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sk, sl, sm, sn, sp, st, tr
* b. Initial position: scr, shr, spl, squ, str, thr, spr
* c. Final position: nd, nt, st

4. Consonant digraphs

** a. ch, ph, sh, th, wh
* b. ck, ng

* 5. Silent consonants: kn, wr, gn
* 6. Variant sounds of c and g

C. Identifies vowel sound symbol

*** 1. Long vowels
** 2. Short vowels
** 3. Vowel digraphs: ai, ay, ea, ee, oa
** 4. "R" controlled vowels: er, ir, or, ur, ar
* 5. "L" controlled vowels: ex. call
** 6. "Final-silent-e" generalization
* 7. Dipthongs: oi, oy, ou, ow
8. Variant vowel sounds

* a. ə· ex. ball, saw
* b. o͞o: ex. food, moon
* c. o͝o· ex. book, foot

* 9. Schwa sound

D. Identifies rhyming words

*** 1. Spoken
** 2. Written (phonograms)

STRUCTURAL ANALYSIS

** A. Recognizes root words introduced in basal readers

B. Forms variant verb endings

** 1. s endings
** 2. ed, d, t, ing, endings
* 3. Doubling consonant before adding ed, ing
* 4. Dropping e before adding ed, ing
* 5. Changing y to i before adding ed, es

C. Supplies meanings of noun endings

** 1. Plural: s, es
** 2. Possessives (singular and plural)

** D. Recognizes comparative endings in written form, er, est

** E. Independently recognizes compound words in written form

* F. Omits one letter to form contractions

G. Discriminates between one and two syllable words

*** 1. Given orally
* 2. In printed form

H. Uses affixes to form new words

* 1. Prefixes: a, be, un, re
* 2. Suffixes: er, ly, ful

The student will apply the following skills to reading passages at a readibility level of 2.4 by the end of grade two.

A. Interprets meanings (on level)

*** 1. Words
*** 2. Phrases
*** 3. Sentences
4. Punctuation

** a. Period, question mark
* b. Exclamation mark

** 5. Paragraphs
** 6. Poems
** 7. Stories

B. Identifies story details (on level)

*** 1. Locates in paragraph
*** 2. Recalls specific information in paragraph

C. Identifies story sequency

*** 1. Three events
** 2. Four events

D. Identifies main idea

*** 1. Selects appropriate title for paragraph
* 2. Selects topic sentence in paragraph

** E. Predicts outcomes of paragraphs read silently

F. Draw conclusions from paragraphs read silently

** 1. Cause and effect
** 2. Inferences
** 3. Fact and fiction

G. Interprets character traits from paragraphs

** 1. Describes
** 2. Dramatizes

STUDY SKILLS

A. Alphabetizes

*** 1. First letter
* 2. Second letter
* 3. Third letter

B. Follows Directions

*** 1. Three-step oral directions
*** 2. Simple written directions

C. Locates information

1. Locates various topics

*** a. Book titles, story titles
*** b. Table of contents
*** c. Page numbers

* 2. Skims to find answers to questions
3. Dictionary

a. Locates words

*** (1) Picture dictionary
** (2) Word meaning
** (3) Word spelling
* (4) Guide words
* (5) Entry words

** b. Uses definitions

4. Graphic materials

** a. Calendar
** b. Picture maps

** (1) Locates and marks specifics points
** (2) Answers questions using map information

5. Library

* a. Selects book on a specific topic
* b. Locates specific information in a picture encyclopedia

** c. Charts
* d. Diagrams
* e. Tables
* f. Schedules

* - Introduced
** - Ongoing
*** - Mastered
**** - Maintained

KILLS LISTED IS A MINIMUM STANDARD FOR GRADE 3

VOCABULARY

A. Identifies basal reader vocabulary

*** 1. Second reader[2]
** 2. Third reader[1]
* 3. Third reader[2]

B. Identifies basic sight/high frequency vocabulary

*** 1. Primary level utility words
*** 2. Dolch 95 common nouns

*** C. Applies meaning of vocabulary in context at basal reader level

D. Recognizes and identifies word meanings

*** 1. Pronoun reference: it, he, she, they
* 2. Supplies multiple meanings for given words
* 3. Supplies descriptive words for given words
** 4. Supplies synonyms for given words
** 5. Supplies antonyms for given words
** 6. Supplies homonyms for given words
* 7. Identifies homographs in context

PHONETIC ANALYSIS

A. Identifies consonants by sound and symbol

**** 1. Initial consonants: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
**** 2. Final consonants: b, d, f, g, k, l, m, n, p, r, s, t, v, z
3. Consonant blends

*** a. Initial position: bl, br, cl, dr, fl, fr, gl, gr, pl, sk, sl, sm, sn, sp, st, tr
*** b. Initial position: scr, shr, spl, squ, str, thr, spr
*** c. Final position: nd, nt, st

4. Consonant in the medial position

*** a. Single letter: ex: pi/lot
* b. Two letter: chick/en

*** 5. Consonant digraphs: ch, ck, ph, ng, sh, th, wh
*** 6. Silent consonants: kn, wr, gn
7. Variant consonant sounds

** a. c, g
* b. s, qu, x, gh

B. Identifies vowels by sound and symbol

**** 1. Long vowels
*** 2. Short vowels
*** 3. Vowel digraphs: ai, ay, ea, ee, oa
** 4. "R" controlled vowels: er, ir, or, ur, ar
*** 5. "L" controlled vowels: ex. call
*** 6. "Final-silent-e" generalization: ex. āte
*** 7. Diphthongs: oi, oy, ou, ow
8. Variant vowel sounds

** a. ô: ex. ball, saw
** b. o͞o: ex. food, moon
** c. o͝o: ex. book, foot

** 9. Schwa sound: ex. across
* 10. Vowels in open accented syllables: ex. pi/lot
* 11. Vowels in closed accented syllables: ex. căn/dy

C. Identifies rhyming words

*** 1. Phonograms
*** 2. Rhyming words with different spellings

STRUCTURAL ANALYSIS

** A. Recognizes root words introduced in basal readers

B. Identifies word endings

*** 1. Root word with variant verb endings: s, ed, d, t, ing
2. Noun endings

*** a. Plurals: s, es
** b. Possessives (singular and plural)

C. Applies word endings

*** 1. Forms new words by adding verb endings: ed, s, ing
2. Forms new words by adding noun endings

*** a. Plurals: s, es
** b. Possessives (singular and plural)

*** D. Recognizes comparative endings: er, est

*** E. Recognizes solid and hyphenated compound words

*** F. Forms contractions independently, omitting one letter

*** G. Discriminates between one and two syllable words

H. Employs the following generalizations in syllabication

* 1. When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants, ex. per-haps
* 2. When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant. ex. va-cant
* 3. When the last three letters of a word are a consonant followed by le, usually the final syllable consists of the consonant and the le (ma-ple)
* 4. Prefixes and suffixes are separate syllables
* 5. Compound words are divided between the syllables within the word (sum-mer-time, sun-light)
* 6. Blends and digraphs are not divided (se-cret)
* 7. The letters ck and x usually go with the preceding vowel (pick-le, tax-i)

H. Applies affixes to root words

** 1. Prefixes: a, be, un, re, dis
** 2. Suffixes: er, ly, ful, less, ness

I. Uses accent marks

* 1. Identifies accented syllable
* 2. Identifies primary accent

COMPREHENSION

The student will apply the following skills to reading passages at a readability level of 3.1 at the end of grade three.

A. Interprets meanings (on level)

*** 1. Words
*** 2. Phrases
*** 3. Sentences
4. Punctuation

*** a. Period, question mark, exclamation mark
* b. Comma, quotation marks

*** 5. Paragraphs
** 6. Poems
** 7. Stories
* 8. Figurative language

B. Identifies story details (on leve

*** 1. Locates in paragraph
*** 2. Locates in story
*** 3. Recalls specific information in stories

C. Identifies story sequence

*** 1. Four events
** 2. Five events

D. Identifies main idea

**** 1. Selects appropriate title for paragraph
** 2. Selects topic sentence in paragraph
* 3. Selects main idea for story

** E. Predicts outcomes of stories read silently

F. Draws conclusions from stories read silently

** 1. Cause and effect
** 2. Inferences
* 3. Fact and opinion

G. Interprets character traits from stories

** 1. Describes
** 2. Dramatizes
* 3. Compares

STUDY SKILLS

A. Alphabetizes

**** 1. First letter
*** 2. Second letter
** 3. Third letter
** 4. List of randomly selected words

*** B. Follows increasingly complex oral and written directions

C. Locates information

1. Locates various topics

**** a. Book titles
**** b. Table of contents

* 2. Uses telephone directory
** 3. Skims to confirm ideas
4. Dictionary

*** a. Word meaning
** b. Word spelling
** c. Guide words
** d. Entry words
* e. Inflected form
* f. Pronunciation
* g. Multiple meanings
* h. Glossary

** (1) Locates and marks specific points
** (2) Answers questions using map information

** d. Charts
** e. Diagrams
** f. Tables
** g. Schedules
* h. Picture graphs

6. Library

*** a. Selects books on specific topics
b. Card catalog

* (1) Title of book
* (2) Author of book
* (3) Number of pages
* (4) Call number

*** c. Picture encyclopedia
* d. Reference materials

7. Previews books

* a. Captions
* b. Headings
* c. Headnotes
* d. Labels
* e. Symbols

* 8. Completes simple outline

* - Introduced
** - Ongoing
*** - Mastered
**** - Maintained

KILLS LISTED IS A MINIMUM STANDARD FOR GRADE 4

VOCABULARY

. Identifies and applies meaning of vocabulary in context at basal reader level

1. Third reader $\frac{1}{2}$
2. Third reader
3. Fourth reader

. Recognizes and identifies word meanings

1. Multiple meanings for given words
2. Descriptive words
3. Synonyms
4. Antonyms
5. Homonyms
6. Homographs in context
7. Technical words (specialized) content field
8. Root words
9. Contractions
10. Pronoun reference
11. Hyphenated words
12. Meaning of words containing affixes

PHONETIC ANALYSIS

. Consonants

1. Recognizes consonant letters representing more than one sound: ex. happen, nation
2. Recognizes variant consonant sounds

a. c, g
b. s, qu, x, gh

3. Recognizes initial, medial and final consonant digraphs: ch, sh, th, wh, ph, ck, ng, wr
4. Employs two letter consonant blends - initial and final: bl, br, cl, cr, dr, fl, fr, gl, gr, pl, pr, sh, sl, sm, sn, sp, st, tr, nd, nt, st

••• 5. Employs three letter consonant blends: scr, spl, spn, str, thr, spr, shr

•••• 6. Employs initial and final consonants

•••• 7. Employs single medial consonants

•••• 8. Recognizes two letter medial consonant blends

B. Vowels

••• 1. Employs vowels in open and closed accented syllables

••• 2. Recognizes the effect of R on the preceding vowel: ar, ir, or, ur, er

•••• 3. Employs diphthongs: oi, oy, ou, ow

•••• 4. Recognizes vowel digraphs: ai, ay, ea, ee, oa

5. Recognizes variant vowel sounds

••• a. ȯ, o͞o, o͝o
• b. y: ex. baby, cry, myth
• c. ea: ex. great, bread

• 6. Employs the principle that some letters (vowels and consonants) are silent

• 7. Recognizes the effect of accent on vowel sound: ex. mi'nute, min'ute

••• 8. Recognizes the schwa sound of vowels

STRUCTURAL ANALYSIS

A. Root Words

••• 1. Identifies inflectional endings with no change in root word: s, ed, ing, ly, er, est

• 2. Identifies endings with change in root

B. Compound Words

•••• 1. Employs open form compound words

•••• 2. Employs closed form compound words

•••• 3. Employs hyphenated form compound words

C. Contractions

••• Recognizes contractions with more than one letter omitted

D. Noun Endings

1. Employs plurals

•••• a. Regular
••• b. Irregular

2. Employs possessives

••• a. Singular
••• b. Plural

E. Affixes

Recognizes affixes as syllables with meanings of their own

a. Prefixes

••• (1) a, be, un, re, dis
• (2) pre, mis, ex, in, sub

b. Suffixes

••• (1) er, ly, ful, less, ness, est
• (2) able, ment, ty, th, al, ist, ive, ize, or, ion, tion, age, y

F. Syllabication

•••• 1. Discriminates between one and two syllable words

2. Employs the following syllabication generalizations:

•• a. When two consonants come between two vowels in a word, the syllabel division usually comes between the two consonants

•• b. When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant

•• c. When the last three letters of a word are a consonant followed by le usually the final syllable consists of the consonant and the le

•• d. Prefixes and suffixes are separate syllables

•• e. Compound words are divided between the syllables within the word

•• f. Blends and digraphs are not divided

•• g. The letters ch and g usually go with the preceding vowel

G. Accent

Employs accent clues

•• a. In root words with two syllables the first syllable is usually accented

•• b. In words with a prefix or suffix, the accent is on or within the root word

•• c. A syllable with a long vowel sound is usually accented

• d. In words of three or more syllables, primary accent is shown by a heavy accent mark, secondary stress is shown by a lighter accent mark

COMPREHENSION

The student will apply the following skills to reading passages at a readability level of 3.7 at the end of grade four.

A. Interprets meanings (on level)

••• 1. Words
••• 2. Phrases
••• 3. Sentences
4. Punctuation

•••• a. Period, question mark, exclamation mark
•• b. Comma, quotation marks
• c. Italics, parenthesis

- ooo 5. Paragraphs
- oo 6. Poems
- oo 7. Stories

B. Identifies story details (on level)

- oooo 1. Locates in paragraph
- ooo 2. Locates in story
- ooo 3. Recalls specific information in story

C. Identifies story sequence

- oo 1. Five or more events (literal)
- o 2. Five events (literal and implied)

D. Finds main idea

1. Selects appropriate title

- oooo a. Paragraph
- o b. Story

- ooo 2. Selects topic sentences in paragraphs
- oo 3. Selects main idea for story
- o 4. Selects supporting details
- o 5. Summarizes paragraphs and stories

- ooo E. Predicts outcomes of stories read by students (on level)

F. Perceives relationships (on level)

- ooo 1. Conclusions
- ooo 2. Cause and effect
- ooo 3. Inferences
- ooo 4. Fact and opinion
- o 5. Realism/fantasy
- o 6. Story/problem/solution
- o 7. Part/whole
- o 8. Analogies
- o 9. Classification

G. Applies critical skills

- o 1. Bias
- o 2. Individual/group actions
- ooo 3. Character traits
- o 4. Character feelings, actions, motives
- o 5. Fiction/nonfiction

H. Understands and appreciates literature

1. Types of recognition

- o a. Biography
- o b. Poetry
- o c. Tall tale
- o d. Autobiography
- o e. Fairy tale

2. Elements of style

- o a. Flashback
- o b. Point of view (first person)
- c. Figurative language

- o (1) Exaggeration
- o (2) Personification
- o (3) Metaphor

- o d. Idiomatic language

3. Story elements

- o a. Characters
- o b. Plot
- o c. Setting

STUDY SKILLS

A. Alphabetical Order

- ooo 1. Third letter
- o 2. Fourth letter
- ooo 3. List of randomly selected words
- ooo 4. Order of letters in alphabet

B. Follows Directions

- ooo 1. Follows multiple-step directions
- oooo 2. Reads and follows written directions independently

C. Locates Information

1. Skimming and Scanning

- o a. Special terms
- o b. Specific words
- o c. Headings
- o d. Subheadings
- o e. Index
- ooo f. Telephone directory

2. Dictionary

- oo a. Applies dictionary skills to use of glossary
- o b. Interprets pronunciation key
- ooo c. Selects and verifies word meaning in relation to context
- ooo d. Uses guide words and entry words
- ooo e. Finds correct word spelling

3. Graphic Materials

a. Maps

- ooo (1) Locates and marks specific points
- ooo (2) Answers questions using map information

b. Graphs

- ooo (1) Picture
- o (2) Line and bar

- ooo c. Charts
- o d. Globes
- oo e. Diagrams
- oo f. Tables
- oo g. Schedules

4. Library

- oooo a. Previews books
- oo b. Use of card catalog
- oo c. Use of reference materials
- o d. Use of index volume of encyclopedia
- o e. Understands organization of encyclopedia
- oooo f. Reads for pleasure

Outlining, Note-taking, Summarizing

- ooo a. Completes simple outline
- o b. Understands format of an outline
- o c. Selects main topics and subtopics

- o D. Develops study skills: survey, question, read, recite, review

o - Introduced
oo - Ongoing
ooo - Mastered
oooo - Maintained

SKILLS LISTED IS A MINIMUM FOR GRADE 5

VOCABULARY

A. Identifies and applies meaning of vocabulary in context at basal reader level

- *** 1. Third reader[2]
- ** 2. Fourth reader
- * 3. Fifth reader

B. Recognizes and identifies word meaning for given words

- **** 1. Multiple meanings for given words
- **** 2. Descriptive words
- **** 3. Synonyms
- **** 4. Antonyms
- **** 5. Homonyms
- **** 6. Homographs in context
- ** 7. Technical words (specialized) content field
- **** 8. Root words
- **** 9. Contractions
- **** 10. Pronoun reference
- **** 11. Hyphenated words
- **** 12. Meanings of words containing affixes
- * 13. Word relationships (classification)
- * 14. Heteronyms
- * 15. Abstract meanings
- * 16. Colloquial words
- * 17. Semantics

PHONETIC ANALYSIS

A. Consonants

- *** 1. Employs consonant letters representing more than one sound
- 2. Employs variant consonant sounds
- **** a. c, q
- *** b. s, qu, x, gh
- *** 3. Employs initial, medial and final consonant digraphs: ch, sh, th, wh, ph, ck, sc, ar, ur
- **** 4. Employs two letter consonant blends - initial and final: br, fl, fr, cr, pl, dr, gl, bl, pr, gr, tr, cl, sk, sl, sm, sn, sp
- **** 5. Employs three letter consonant blends: scr, shr, spl, spr, squ, str, thr
- **** 6. Employs initial and final consonants
- **** 7. Employs single medial consonants
- **** 8. Employs two letter medial consonant blends

B. Vowels

- **** 1. Employs vowels in open and closed accented syllables
- **** 2. Recognizes the effect of R on a preceding vowel: er, ir, or, ur, ar
- **** 3. Employs diphthongs: oi, oy, ou, ow
- **** 4. Employs vowel digraphs: ai, ay, ea, ee, oa
- 5. Employs variant vowel sounds
- **** a. ə, ʊ̈, ʊ̄
- ** b. y: ex. baby, cry, myth
- ** c. ea: ex. great, bread
- ** 6. Employs the principle that some letters (vowels and consonants are silent
- *** 7. Employs accent on vowel sound: ā'mute, min'ute
- **** 8. Employs the schwa sound of vowels

STRUCTURAL ANALYSIS

A. Root Words

- **** 1. Identifies inflectional endings with no change in root word: s, ed, ing, ly, er, est
- *** 2. Identifies endings with change in root word

B. Compound Words

- **** 1. Employs open form compound words
- **** 2. Employs closed form compound words
- **** 3. Employs hyphenated form compound words

C. Contractions

- **** Forms contractions independently omitting one letter or more

D. Noun Endings

1. Employs plurals
- **** a. Regular
- **** b. Irregular

2. Employs possessives
- **** a. Singular
- **** b. Plural

E. Affixes

Recognizes affixes as syllables with meanings of their own

a. Prefixes
- *** (1) a, be, un, re, dis, pre, mis, ex, in, sub
- * (2) non, com, con, tri, super, pro, inter, trans, post, per, de, bi

b. Suffixes
- **** (1) er, ly, ful, less, ess, est
- ** (2) able, ment, ty, th, al, ist, ive, ize, or, ion, tion, age, y

F. Syllabication

- **** 1. Discriminates between one and two syllabel words
2. Employs the following syllabication generalizations:
- *** a. When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants
- *** b. When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant

***
c. When the last three letters of a word are a consonant followed by le usually the final syllable consists of the consonant and the le

***
d. Prefixes and suffixes are separate syllables

***
e. Compound words are divided between the syllables within the word

***
f. Blends and digraphs are not divided: ex.se/cret

***
g. The letters ck and x usually go with the preceding vowel

C. Accent

Employs the following syllabication generalizations:

***
1. In root words with two syllables the first syllable is usually accented

***
2. In words with a prefix or suffix, the accent is on or within the root word

***
3. A syllable with a long vowel sound is usually accented

**
4. In words of three or more syllables, primary accent is shown by a heavy accent mark, secondary stress is shown by a lighter accent mark

COMPREHENSION

Readability level of 4.3 at the end of grade five.

A. Interprets meanings (on level)

***
1. Words

***
2. Phrases

***
3. Sentences

4. Punctuation

****
a. Period, question mark, exclamation mark

***
b. Comma, quotation marks

**
c. Italics, parenthesis

***
5. Paragraphs

**
6. Poems

**
7. Stories

*
8. Articles

B. Identifies story details (on level)

****
1. Locates in paragraph

***
2. Locates in story

***
3. Recalls specific information in story

C. Identifies story sequence

***
1. Five or more events (literal)

**
2. Five events (literal and implied)

*
3. Time

*
4. Place

D. Finds main idea

1. Selects appropriate title

****
a. Paragraph

**
b. Story

****
2. Selects topic sentences

***
3. Selects main idea

**
4. Selects supporting details

**
5. Summarizes

**** E. Predicts outcomes (on level)

F. Perceives relationships (on level)

****
1. Conclusions

****
2. Cause and effect

****
3. Inferences

****
4. Fact and opinion

**
5. Realism/fantasy

**
6. Story/problem/solution

**
7. Part/whole

**
8. Idioms

*
9. Connotations

**
10. Analogies

*
11. Story elements (setting)

**
12. Classification

G. Applies critical skills

**
1. Bias

**
2. Individual/group actions

***
3. Character traits

**
4. Character feelings, actions, motives

**
5. Fiction/nonfiction

*
6. Propaganda

H. Understands and appreciates literature

1. Types of recognition

**
a. Biography

**
b. Poetry

**
c. Tall tale

**
d. Autobiography

*
e. Historical fiction

*
f. Modern realistic fiction

*
g. Plays/drama

*
h. Science fiction

*
i. Informational artical

*
j. Fable

*
k. Myth/legend

*
l. Cartoon

2. Elements of style

**
a. Flashback

**
b. Point of view (first person)

c. Figurative language

**
(1) Exaggeration

**
(2) Personification

**
(3) Metaphor

**
d. Idiomatic language

*
e. Imagery

*
f. Foreshadowing

3. Story elements

**
a. Character

**
b. Plot

**
c. Setting

STUDY SKILLS

A. Alphabetical Order

***
1. Fourth letter

****
2. Locates information in dictionary and encyclopedia

B. Follows Directions

****
1. Follows directions independently when completing assignments and study plan

****
2. Follows directions when organizing materials

C. Locates Information

1. Skimming and scanning

** a. Sentences
** b. Paragraphs
* c. Overview
*** d. Index

2. Dictionary

*** a. Recognizes variant pronunciations
* b. Uses cross references
**** c. Uses guide words independently
*** d. Uses glossary independently
*** e. Uses diacritical markings
** f. Understands secondary accent

3. Graphic Materials

* a. Map scale
*** b. Compares information derived from graph sources (line and bar graphs)
**** c. Chart
*** d. Diagrams, Tables, Schedules, and Globes

4. Library

*** a. Uses card catalogue independently
b. Reference resources

*** (1) Uses index volume of encyclopedia
*** (2) Locates information in an encyclopedia
* (3) Uses various periodicals
* (4) Understands the organization of a newspaper
* (5) Uses various A-V media

**** c. Reads from fiction and nonfiction books

5. Outlining, Note-taking, Summarizing

** a. Completes an outline
* b. Takes notes from reading using key words in sentences and paragraphs
* c. Summarizes main idea to build an outline
* d. Talks from an outline

** D. Develops study skills: survey, question, read, recite, review

* - Introduced
** - Ongoing
*** - Mastered
**** - Maintained

SKILLS LISTED IS A MINIMUM FOR GRADE 6

VOCABULARY

A. Identifies and applies meaning of vocabulary in context at basal reader level

*** 1. Fourth reader
** 2. Fifth reader
* 3. Sixth reader

B. Recognizes and identifies word meanings

**** 1. Multiple meanings for given words
**** 2. Descriptive words
**** 3. Synonyms
**** 4. Homonyms
**** 5. Antonyms
**** 6. Homographs in context
** 7. Technical words (specialized) content field
**** 8. Root words
**** 9. Contractions
**** 10. Pronoun reference
**** 11. Hyphenated words
**** 12. Meanings of prefixes and suffixes
** 13. Word relationships (classification)
** 14. Heteronyms
** 15. Abstract meanings
** 16. Colloquial words
** 17. Semantics
* 18. Coined words
* 19. Special word relationships of informal speech
** 20. Specialized vocabulary
* 21. Slanted words (sarcasm, propaganda)
**** 22. Descriptive words and phrases
* 23. Word history (words change with time)
* 24. Words and feelings

CONSONANTS

A. Consonants

**** 1. Employs consonant letters representing more than one sound

**** 2. Employs variant consonant sounds: c, g, s, qu, x, gh
**** 3. Employs initial, medial and final consonant digraphs: ch, sh, wh, ph, sk, sc, ng, wr
**** 4. Employs two letter consonant blends - initial and final: br, fl, fr, cr, pl, dr, gl, bl, pr, gr, tr, cl, sk, pl, sw, sn, sp
***** 5. Employs three letter consonant blends: scr, shr, spl, squ, str, thr
**** 6. Employs single, initial and final consonants
**** 7. Employs single medial consonants
**** 8. Employs two letter medial consonant blends

B. Vowels

**** 1. Employs vowels in open and closed accented syllables
**** 2. Employs the principle of R on a preceding vowel: ar, ir, or, ur, er
**** 3. Employs diphthongs: oi, oy, ou, ow
**** 4. Employs vowel digraphs: ai, ay, ea, ee, oa
5. Employs variant vowel sounds
**** a. ô, o͞o, o͝o
*** b. y: ex. baby, cry, myth
*** c. ea: ex. great, bread
*** 6. Employs the principle that some letters are silent
**** 7. Employs accent on vowel sounds: ex. mi'nute, min'ute
**** 8. Employs the schwa sound of vowels

STRUCTURAL ANALYSIS

A. Root Words

**** 1. Identifies inflectional endings with no change in root word: s, ed, ing, ly, er, est
**** 2. Identifies endings with change in root word

B. Compound Words

**** 1. Employs open form compound words
**** 2. Employs closed form compound words
**** 3. Employs hyphenated form compound words

C. Contractions

**** Forms contractions independently, omitting one letter or more

D. Noun Endings

1. Employs plurals
**** a. Regular
**** b. Irregular

2. Employs possessives
**** a. Singular
**** b. Plural

E. Affixes

Recognizes affixes as syllables with meanings of their own

1. Prefixes
**** a. a, be, un, re, dis, mis, ex, in, sub, pre
** b. non, com, con, tri, super, pro, inter, trans, post, per, de, bi
* c. en, im, ad, ab, an, co, contra, tele

2. Suffixes
**** a. er, ly, ful, less, ness, est
*** b. sble, 'ege, y, ment, ty, th, al, ist, ive, ize, or, ion, tion
* c. ish, ant, ent, ance, ence, ten, eous, our, ie, ible, ious, stion

F. Syllabication
**** 1. Discriminates between syllables in words

2. Employs the following syllabication generalizations:

**** a. When two consonants come between two vowels in a word, the syllable division usually comes between the two consonants

**** b. When one consonant comes between two vowels in a word, the syllable division usually comes before the consonant

**** c. When the last three letters of a word are a consonant followed by le, usually the final syllable consists of the consonant and the le

**** d. Prefixes and suffixes are separate syllables

**** e. Compound words are divided between the syllables within the word

**** f. Blends and digraphs are not divided

**** g. The letters ck and x usually go with the preceding vowel

C. Accent

Employs the following syllabication generalizations

**** 1. In root words with two syllables, the first syllable is usually accented

**** 2. In words with a prefix or suffix, the accent is on or within the root word

**** 3. A syllable with a long vowel sound is usually accented

*** 4. In words of three or more syllables, primary accent is shown by a heavy accent mark, the secondary, stress is shown by a lighter accent mark

COMPREHENSION

Readability of 4.9 at the end of grade six

A. Interprets meanings (on level)

*** 1. Words
*** 2. Phrases
*** 3. Sentences
4. Punctuation

**** a. Period, question mark, exclamation mark, comma, quotation mark

** b. Italics, parenthesis

*** 5. Paragraphs
** 6. Poems
** 7. Stories
** 8. Articles

B. Identifies story details (on level)

**** 1. Locates in paragraph
*** 2. Locates in story
*** 3. Recalls specific information in story

C. Identifies sequence

*** 1. Events (five or more literal and implied)
*** 2. Time
*** 3. Place
* 4. Size

D. Finds main idea

1. Selects appropriate title

**** a. Paragraph
*** b. Story

**** 2. Selects topic sentences
**** 3. Selects main idea
*** 4. Selects supporting details
*** 5. Summarizes

**** E. Predicts outcomes (on level)
F. Perceives relationships (on level)

**** 1. Conclusions
**** 2. Cause and effect
**** 3. Inferences
* 4. Fiction/nonfiction
*** 5. Realism/fantasy
*** 6. Story/problem/solution
*** 7. Part/whole
*** 8. Idioms
** 9. Connotations
** 10. Analogies
** 11. Story elements (setting and characters)
*** 12. Classification

G. Applies critical skills

*** 1. Bias
*** 2. Individual/group actions
**** 3. Character traits
*** 4. Character feelings, actions, motives
*** 5. Fiction/nonfiction
** 6. Propaganda

H. Understands and appreciates literature

1. Types of recognition

** a. Biography
** b. Poetry
** c. Tall tale
** d. Autobiography
** e. Historical fiction
** f. Modern realistic fiction
** g. Plays/drama
** h. Science fiction
** i. Informational article
** j. Fable
** k. Myth/legend
** l. Cartoon

2. Elements of style

** a. Flashback
** b. Point of view (first person)
c. Figurative language

** (1) Exaggeration
** (2) Personification
(3) Comparison

** (a) Metaphor
* (b) Simile

** d. Idiomatic language
** e. Imagery
** f. Foreshadowing

3. Story elements

*** a. Characters
** b. Plot
*** c. Setting

STUDY SKILLS

A. Alphabetical Order

**** 1. Uses alphabetical order to locate information in a card catalogue
**** 2. Uses alphabetical order to locate information in reference materials

B. Follows Directions

**** 1. Follows exact directions for a scientific experiment
**** 2. Follows directions when organizing material

C. Locates Information

1. Skimming and scanning

*** a. Story
*** b. Using key words

2. Dictionary

* a. Uses unabridged dictionary
*** b. Uses glossary
*** c. Uses cross references
*** d. Understands secondary accent

3. Graphic Materials

* a. Interprets map through use of a grid
**** b. Interprets diagrams, tables, globes, schedules, and charts
*** c. Reads and interprets graphs
*** d. Reads and interprets maps
**** e. Uses dictionary regularly
**** f. Locates information in encyclopedia
**** g. Reads newspaper critically

4. Library

*** a. Uses library resources for reports
**** b. Reads for pleasure from a variety of sources

5. Outlining, Note-taking, Summarizing

*** a. Completes an outline
**** b. Identifies topic sentences
**** c. Sequences ideas and events
**** d. Takes notes effectively
**** e. Skims for specific purposes

** D. Develops study skills: survey, question, read, recite, review

* - Introduced
** - Ongoing
*** - Mastered
**** - Maintained

SKILLS LISTED IS A MINIMUM STANDARD FOR GRADE 7

GRADE 7

VOCABULARY

A. Identifies and applies meaning of vocabulary in context at basal reader level

••• 1. Fifth reader
•• 2. Sixth reader
• 3. Seventh reader

B. Develops and maintains skills taught at previous grade levels

PHONETIC ANALYSIS

A. Consonants

B. Vowels

Maintains skills of A and B at previous levels and applies on grade level

STRUCTURAL ANALYSIS

A. Root Words

B. Compound Words

C. Contractions

D. Noun Endings

Maintain skills of A, B, C, and D taught at previous levels and applies at grade level

E. Affixes

Recognizes affixes as syllables with meanings of their own

a. Prefixes

•••• (1) dis, re, pre, un, mis, ex, in, e, be, sub

••• (2) non, com, con, tri, super, pre, inter, trans, post, per, de, bi

•• (3) en, im, ad, ab, an, co, contra, tele

• (4) anti, ante, extra, fore, scrib, over, out, uni

b. Suffixes

•••• (1) ar, ful, less, ly, ness, est, able, age, y, ment, ty, th, al, ist, ive, ize, or, ion

•• (2) ish, ant, ent, ance, ence, ous, ic, ible, four, etion

• (3) hood, fan, ic, ity, ure, gram, graph, phone, tome

F. Syllabication

G. Accent

Maintain skills of F and G taught at previous levels and applies at grade level

COMPREHENSION

Readability level of 5.5 at the end of grade seven.

•••• A. Recognizes main ideas

B. Identifies story details

••• 1. Locates supporting and/or specific details

••• 2. Recalls supporting and/or specific information

•••• C. Follows directions

•••• D. Identifies and recalls sequences

E. Perceives relationships

•••• 1. Cause and effect
•••• 2. Comparison and contrast
•••• 3. Categories
•••• 4. Conclusions
•••• 5. Outcomes
•••• 6. Fact and opinion
••• 7. Analogies
••• 8. Setting to situation

F. Detects inferences

••• 1. Mood or emotional content in literature
••• 2. Time - place inferences

G. Recognizes types of literature

•• 1. Biography/autobiography
•• 2. Science fiction
•• 3. Historical fiction
•• 4. Myths/legends
• 5. Short story
6. Poetry

•• a. Narrative
•• b. Ballard
•• c. Free verse

H. Recognizes literary devices

1. Figures of speech

•• a. Simile
•• b. Metaphor
•• c. Personification
• d. Onomatopoeia

•• 2. Imagery
•• 3. Rhythm
•••• 4. Characterization through action, dialogue, and description
5. Point of view

• a. First person
• b. Third person
• c. Third person limited

••• 6. Plot structure
•••• 7. Setting
• 8. Satire
• 9. Irony
•• 10. Foreshadowing
•• 11. Flashbacks
• 12. Dialects, colloquialisms
•• 13. Idioms

I. Makes critical judgements

•••• 1. Bias
•••• 2. Character motivation
••• 3. Propaganda techniques
4. Competence of writer

• a. Style
• b. Emotional appeal
• c. Accomplishment of purpose

• 5. Personal experience to material read

STUDY SKILLS

• A. Adjusts reading speed to material and purpose

B. Locates and uses information

• 1. Thesaurus
• 2. Almanac
•••• 3. Atlas, Maps, and Globes
••• 4. Unabridged Dictionary

•••• C. Presents information using a variety of media

D. Organizes notes on a topic from various sources in outline form

•••• 1. Selects main topics
•••• 2. Identifies subtopics
•••• 3. Lists details

• E. Uses footnotes

•••• F. Locates sources within a book by using table of contents, index, and glossary

•••• G. Locates words for word division

•••• H. Reads several selections by the same author for pleasure

•• I. Develops study skills

•••• J. Follows direction independently

• - Introduced
•• - Ongoing
••• - Mastered
•••• - Maintained

SKILLS LISTED IS A MINIMUM STANDARD FOR GRADE 8

GRADE 8

VOCABULARY

A. Identifies and applies meaning of vocabulary in context at basal reader level

ooo 1. Fifth reader
oo 2. Sixth reader
oo 3. Seventh reader
o 4. Eighth reader

B. Develops and maintains skills taught at previous grade levels

PHONETIC ANALYSIS

A. Consonants

B. Vowels

Maintain A and B skills taught at previous levels and applies on grade level

STRUCTURAL ANALYSIS

A. Root Words

B. Compound Words

C. Contractions

D. Noun Endings

Maintain A, B, C, and D skills taught at previous levels and applies at grade level

E. Affixes

Recognizes affixes as syllables with meanings of their own

a. Prefixes

oooo (1) dis, re, pre, un, mis, ex, in, a, be, sub, non, com, con, tri, super, pre, inter, bi, trans, post, per, de

ooo (2) en, im, ad, ab, ex, co, contra, tele

oo (3) anti, ante, retro, fore, orth, over, ant, uni

o (4) contra, centi, counter, dec, dou, hydro, hydra, hydr, intra, octo, quad, quart, sept, ura

b. Suffixes

oooo (1) er, ful, less, ly, ness, est, able, age, y, ment, ty, th, al, ist, ive, ize, or, ion

ooo (2) ish, ant, ent, ance, ence, ous, ic, ible, ious, ation

oo (3) hood, ism, ic, ity, ure, gram, graph, phone, some

o (4) logy, logist, ship, ward

F. Syllabication

C. Accent

Maintain F and G skills taught at previous levels and applies at grade level

COMPREHENSION

Readability level of 6.0 by the end of grade eight.

oooo A. Recognizes and defines main ideas

B. Identifies story details

ooo 1. Locates supporting and/or specific details
ooo 2. Recalls supporting and/or specific information

oooo C. Follows directions

oooo D. Identifies and recalls sequences

E. Perceives relationships

oooo 1. Cause and effect
oooo 2. Comparison and contrast
oooo 3. Categories
oooo 4. Conclusions
oooo 5. Outcomes
oooo 6. Fact and opinion
oooo 7. Analogies
oooo 8. Setting to situation

F. Detects and understands inferences

oooo 1. Mood or emotional content of literary selection
oooo 2. Time - place inferences

G. Recognizes types of literature

oo 1. Biography/autobiography
oo 2. Science fiction
oo 3. Historical fiction
oo 4. Folklore, myths, and legends
oo 5. Short story
oo 6. Poetry

o a. Narrative
o b. Ballad
o c. Free verse
o d. Descriptive
o e. Sonnet
o f. Lyric
o g. Blank verse

H. Recognizes literary devices

1. Figures of speech

oo a. Simile
oo b. Metaphor
oo c. Personification
oo d. Onomatopoeia
o e. Hyperbole

oo 2. Imagery
oo 3. Rhythm
oooo 4. Characterization through action, dialogue, and description
5. Point of view

o a. First person
o b. Third person omniscient
o c. Third person limited

6. Plot structure

o a. Basic conflict
o b. Climax

oooo 7. Setting
oo 8. Satire
oo 9. Irony
oo 10. Foreshadowing
oo 11. Flashbacks
oo 12. Dialects, idioms, colloquialisms

I. Makes critical judgements

oooo 1. Bias
oooo 2. Propaganda techniques
3. Author's intent

o a. Persuade
o b. Entertain
o c. Inform

4. Competence of author

oo a. Style
oo b. Emotional appeal
oo c. Accomplishment of pur
o d. Stereotyping
o e. Fallacies

STUDY SKILLS

ooo A. Locates information by skimming
ooo B. Reads a products map, weather and diagram
oooo C. Uses chapter headings and subheadings
oooo D. Makes notes from material containing headings and subheading
ooo E. Demonstrates independence in locating, selecting, and using materials to own purpose
ooo F. Applies problem solving approac identifies problem, gathers inf mation, devises possible solutio selects option, uses option, evaluates
ooo G. Designs, uses and revises own study schedules
oooo H. Reads extensively for pleasure
ooo I. Develops study skills
oooo J. Follows directions independently

o - Introduced
oo - Ongoing
ooo - Mastered
oooo - Maintained

SKILLS LISTED IS A MINIMUM STANDARD FOR HIGH SCHOOL GRADES 9 - 12

VOCABULARY

A. Word recognition in content areas

B. Figurative language and special linguistic devices

Improved control of the following major skills areas leads to learning the unfamiliar through the familiar:

1. Use of simile
2. Use of metaphor
3. Use of synonyms
4. Use of antonyms
5. Use of homonyms
6. Use of heteronyms

High school students should also expand control of various ways of attaining language impact, such as the following

** 1. Personification
** 2. Alliteration
** 3. Assonance

C. Denotative

D. Connotative

E. Etymology

WORK ATTACK

A. Phonic Analysis

B. Structural Analysis

1. Variant endings
2. Compound words
3. Contractions
4. Possessives
5. Prefixes
6. Suffixes
7. Root words
8. Plurals
9. Syllabication
10. Accent

C. Context Clues

1. Definition or direct explanation
2. Synonym
3. Summary
4. Example

COMPREHENSION

A. Literal

1. Follows directions
2. Recalls facts, dates and other details
3. Recognizes and recalls main ideas
4. Recognizes and recalls the pattern and sequence of ideas

a. Chronological

(1) Beginning to end
(2) Reverse order
(3) Flashback pattern

b. Spatial order

(1) Cause to effect
(2) Effect to cause
(3) Question to answer
(4) General statement to factors or details (deduction)
(5) Details to general statement (induction)

B. Interpretation (inferential)

1. Perceives unstated relationships

a. Recognizes cause-effect relationships
b. Induces main idea and theme

2. Makes comparisons

a. Sees likenesses (analogies)
b. Sees differences (contrasts)

3. Achieves insights

a. Infers time, place, mood
b. Infers motives of characters and real people
c. Responds to imagery

C. Application

1. Uses several sources for verification and support for opinion
2. Uses maps, graphs, charts, and tables
3. Takes notes during presentations
4. Uses reading for different purposes

a. Practical information
b. Problem solving
c. Recreation

D. Analysis

1. Makes judgments related to the authenticity of a source of information
2. Distinguishes between fact and opinion
3. Recognizes propaganda techniques

a. Bad names
b. Glad names
c. Testimonial
d. Transfer
e. Plain folks
f. Card stacking
g. Band wagon

4. Recognizes fallacies of reading

a. Mistaken causal relationships
b. Statistical fallacy
c. Oversimplification
d. Stereotyping
e. Ignoring the question
f. Begging the question
g. Hasty generalizations

5. Identifies author's purpose
6. Draws conclusions from materials read

E. Synthesizes from material read

1. Extends generalizations beyond sources
2. Hypothesizes
3. Suggests alternatives and options
4. Produces a unique communication
5. Produces a plan of operation

STUDY SKILLS

A. Uses thesaurus, almanac, atlas, maps, globes, graphs efficiently

B. Uses variety of media

C. Uses outlining and note-taking skills

D. Adjusts reading speed to material and purpose

E. Demonstrates independence in locating, selecting and using materials

F. Applies problem solving approach

G. Locates sources within a book by using table of contents and index

H. Identifies, recognizes, associates printed symbols, abbreviations, formulas with meaning in content material

I. Skims and scans as appropriate

J. Reads and follows directions and completes tasks

K. Applies survey, question, read, recite, review study techniques

ORAL READING

RECREATIONAL READING

* - Introduced
** - Ongoing
*** - Mastered
****** - Maintained